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ABSTRACT

A program evaluation model developed by Moraine Park Technical Institute (MPTI) is described in this report. Following background material, the four main evaluation criteria employed in the model are identified as program quality, program relevance to community needs, program impact on MPTI, and the transition and growth of MPTI graduates in the world of work. Following a discussion of the primary objectives for developing the model, key aspects in the development process are outlined, including the creation of data collection instruments, the establishment of program-costing procedures, the involvement of advisory committees and staff, decisions to expand the evaluation to include continuing education programs and to include a narrative section in the evaluation report, and the process of validating criteria. The report then presents the model to evaluate vocational, technical, and adult education at MPTI. The model outlines evaluation activities, types of data collected, personnel responsibilities, and procedures for monitoring activities. Next, the processes for conducting program evaluations and preparing a summary report are explained, with emphasis on the standards employed for the four major evaluation criteria, for awarding points according to the program's achievements, and for evaluating community service courses. Finally, recommendations for improving the model are offered. Appendices include evaluation forms, informational materials, and correspondence. (KL)

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FINAL REPORT
Project Number: 10-022-150-319

TESTING OF A PROGRAM EVALUATION MODEL

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Developed as a project for
Research and Development

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Moraine Park VTAE District
Fond du Lac, Wisconsin

July 1979

JC 820 429

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PREFACE

.....This project provided opportunity for Moraine Park Technical Institute to develop and test a model to evaluate program effectiveness. The results provide a basis for determining whether to continue or discontinue programs. The plan is based on ongoing activities and involves gathering, analyzing, and reporting of needed data in an organized manner.....

Philip Stoll
Acting District Director
Moraine Park Technical Institute

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ABSTRACT

The program evaluation procedure for the Moraine Park Technical Institute has been established. This plan involves the collection of data through ongoing District activities in order to improve, modify, or discontinue educational programs.

This report contains Moraine Park's view of evaluation. Evaluation is considered a dynamic function, equal to the other functions of needs identification, planning, and program implementation. It is a key contributing factor in the decision making process of the District.

A model for conducting the evaluation is also presented. This model includes objectives, a list of activities to be performed, and a format for presenting results in a meaningful manner. This model will undergo further testing and refinement during the coming year.

BACKGROUND INFORMATION

On May 25, 1976, the Wisconsin Board of Vocational, Technical and Adult Education issued Policy Announcement 77-15 which directed each district to develop a plan for evaluating and improving effective programs and for discontinuing ineffective educational programs. The policy required that each district submit initial plans and file future updates with the Bureau of Program Accountability and designate a person as responsible for carrying out the activity. In compliance with PA77-15, Moraine Park District submitted a first draft (May 1977) which established parameters for a more detailed plan which was to follow. During this preliminary phase of development, Moraine Park District determined that the plan would recognize and integrate all forms of evaluation activity conducted in the District including North Central Accreditation, individual program accreditation, state discipline reviews, etc., and contribute to the decision making process.

Additional directives were issued by the WBVTAE as a result of a study conducted by a special state task force. The study produced more explicit guidelines and was the basis for issuing a new state policy.[1] This policy, which becomes effective on July 1, 1979, supersedes Policy Announcement 77-15 relative to the topic covered in S.38.001, Wisconsin Statutes. It directs that every district develop and implement a total evaluation process including community field service activities, additional services to special populations, federally funded programs, projects, activities, and services in addition to post-secondary programs. Another related policy, PA79-11,[2] Program Modification, directs activities for making changes in state approved full-time programs.

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1. Policy Announcement 77-15, Attachment A.
2. Policy Announcement 79-11, Attachment B.

During 1978-79, Moraine Park District was granted funds to carry on research for developing a model which would guide the total evaluation effort.[3] The Curriculum Planner was assigned the responsibility for carrying on the activity. Several models were studied[4] and served as a reference in designing a plan which meets the needs of Moraine Park District. Of particular interest were features found in the following:

The Accreditation Self-Study Model

This model is used by North Central Association to determine that member schools meet certain minimum standards.[5] The model relies primarily on professional judgment both in assessment and in establishing the standards for assessment. It provides opportunity for critical review of educational practice and recognizes all phases of a complex educational environment.

The Objective -Based Model

This approach, developed by Ralph Tyler, focuses on assessment of educational outcomes; the key premise being that the important purposes of education can be expressed by behavioral performance objectives.

Composite Models

Michael Scriven's model for evaluation added a means for gathering and combining performance data using a weighted set of critical scales to yield either comparative or numerical ratings. The model is similar to Daniel Stufflebeam's CIPP Model (context, input, processes, products).[6] Using similar criteria Robert E. Stake conceptualized evaluation in matrix form using thirteen information categories (Figure 1). The various categories allow for

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3. Copy of project, Testing of a Program Evaluation Model, Attachment D.
4. Comparison of other models, Attachment E-1.
5. Outcome Oriented Planning, Management, and Evaluation Framework, Attachment E-2.
6. CIPP Model, Daniel Stufflebeam (Adaptation used at Gateway Technical Institute) - Attachment E-3.

emphasizing different categories, dependent on the purpose of evaluation. Since Moraine Park District incorporates all evaluation into its plan, this model has proven to be an excellent foundation on which to build.

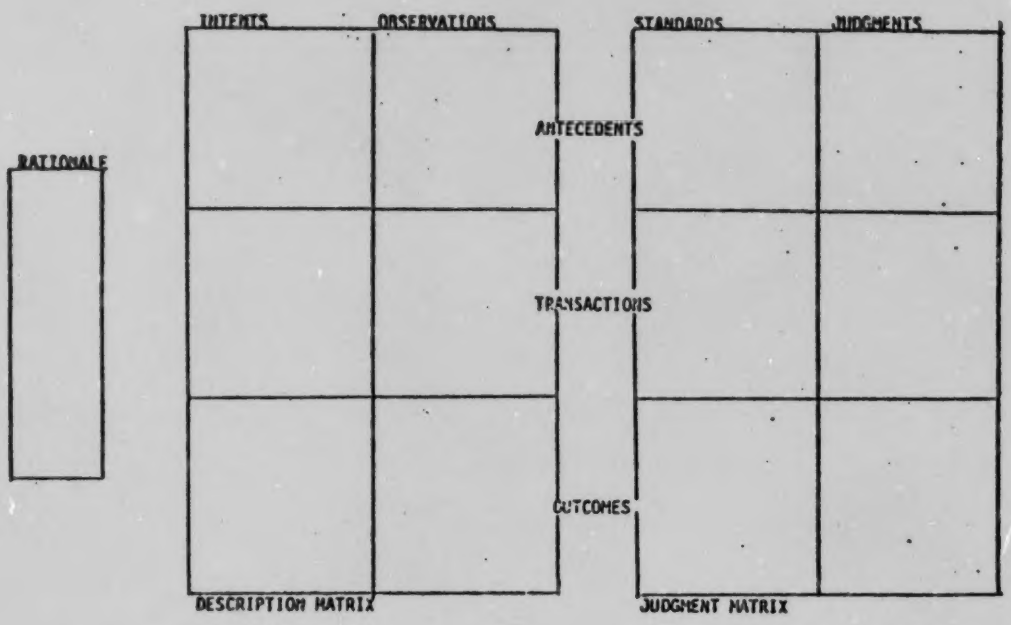

Figure 1: Robert E. Stake, A Countenance of Educational Evaluation

Consultants

Consultation with recognized experts in the field of evaluation proved helpful throughout the developing of the evaluation plan and during its trial use. Consultants included: Daniel Stufflebeam - Evaluation Center, Western Michigan University; Michael Scriven - Evaluation Institute, University of San Francisco; and Orville Nelson - Center for Vocational Studies, University of Wisconsin-Stout. John Bruce Francis, State University of New York (Attachment F).

Communication Network

Along with developing the evaluation plan itself was the need to identify a communication network which would support the process. It is critical in both collecting data and the dissemination of results and depends upon total staff participation. To accomplish this end, Moraine Park District utilized an extensive committee system[7] based on representation of all operational units, instructional services, divisions, and locations.

Evidence of a functional committee system is apparent throughout the testing of the evaluation model.[8] Opportunity to subject the plan to frequent review by the various committees to insure acceptance was readily available.

Evaluation - Definition and Use

Evaluation has evolved in Moraine Park District as an essential function for delivering quality vocational, technical, and adult education services within the designated boundaries of the District. In the past, it was fragmented into a variety of activities essentially tied to the North Central Accreditation activity. Evaluation has become an indispensable function of the institution which focuses on continuous improvement. It is dynamic in nature and equal to other functions in a cyclic process which includes identification of need, planning, and implementation.[9]

Evaluation is an activity that collects both descriptive data and judgmental data. It also establishes antecedents and intended outcomes all of which contribute to decision making of the District. It is an ongoing process which involves continuous gathering, analyzing, and reporting of data for a specific purpose. A master plan has been designed to guide evaluation, is all inclusive, and incorporates all activities associated with evaluation including the

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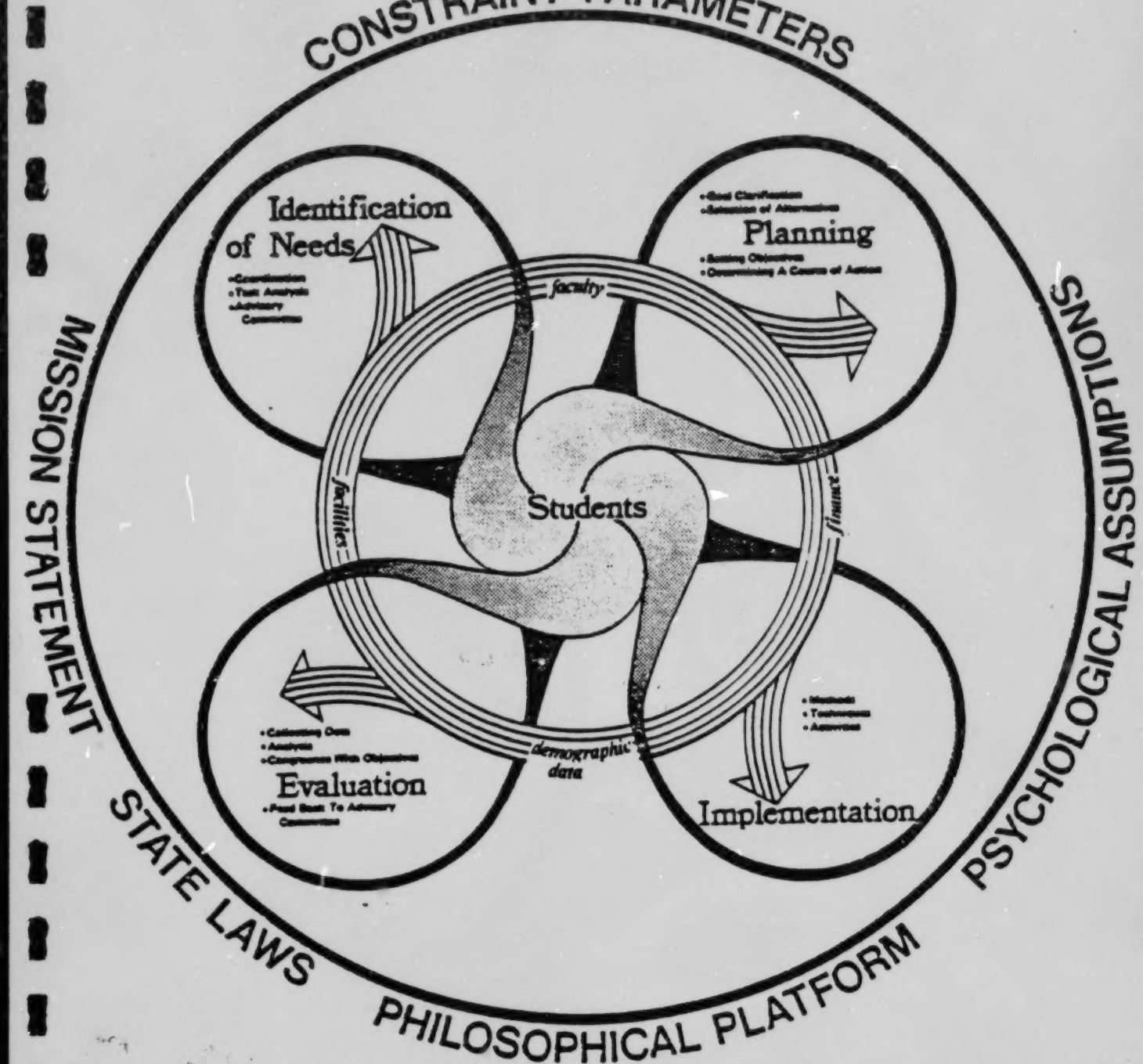
7. Design of committee structure on file.
8. Committee agendas, minutes on file - Curriculum Planner's Office.
9. Model for delivery of educational services in Moraine Park District on page 4A.


CONSTRAINT PARAMETERS
MISSION STATEMENT
STATE LAWS
PHILOSOPHICAL PLATFORM
PSYCHOLOGICAL ASSUMPTIONS
Identification of Needs
Planning
Implementation
Evaluation
Students
faculty
finance
facilities
demographic data

various external evaluation requirements set up by outside agencies such as the American Medical Record Association, North Central Association of Colleges and Schools, and the State Board of Vocational, Technical and Adult Education.

Evaluation serves as the means to identify shortcomings within programs so that appropriate changes can be made, or furnishes the means for comparing one program or instructional division with another. It also provides the means to develop standards for programs and to compare with norms established outside of Moraine Park Technical Institute.

PURPOSE AND OBJECTIVES

Moraine Park District was granted special funds from the WBVTAE through Research and Development to develop a functional plan which incorporates data from various sources to determine the effectiveness and efficiency of program offerings. The project identified the task of collecting, sorting, and storing information on an ongoing basis according to the following four major evaluation criteria:

A. PROGRAM QUALITY - Quality relates to those distinctive properties or characteristics that identify a program's degree of excellence. These properties include both the achievement or success of the student, as well as the components of the curriculum and the learning activities. Quality should be maintained by the instructional process more than by the selective enrollment of better students into a program.

B. PROGRAM RELEVANCE TO COMMUNITY NEEDS - Vocational programs should be held accountable to both those who avail themselves of a program, as well as to those who pay for and/or use the products of the program - to what extent does the program satisfy the needs of the user? Indicators of the relevance of a program relate to individual needs and societal changes in the world of work.

C. PROGRAM IMPACT ON MPTI - Impact can be determined by showing which programs have the most favorable effect on the operations of the District. The operation of the District centers around the number of students who make use of the services of the District, as well as the cost or efficiency of offering these services.

D. TRANSITION AND GROWTH OF MPTI GRADUATES IN THE WORLD OF WORK - The ultimate criteria for which vocational education should be held accountable is what happens to the student when he/she makes the

transition to the world of work or to whatever happens next. What difference does vocational education make as an individual moves through the passages of life in our mobile, complex, and changing society? The goal of a vocational/technical program is not only to place a student in a job for which he/she was trained, but to prepare the person for continued growth after placement.

These four criteria sum up the thoughts of Grant Venn,[10] as presented at the National Conference on Outcome Measures for Vocational Education in August, 1978 at Louisville, Kentucky. The decision to use Venn's four evaluation criteria was made so as to focus evaluation effort on both the process and products of evaluation and to provide sufficient scope to accomodate total evaluation needs. The criteria also allow for establishing both long and short range goals.

Once the four major evaluation criteria had been specified and preparations made for collecting data, the primary objectives of the project became:

1. To prepare a Model that described program evaluation in Moraine Park District.
2. To develop a systematic plan for conducting the program evaluation. This plan includes a listing of:
    a. data to collect,
    b. time,
    c. method for collection, and
    d. individual responsible for its collection.
3. To develop a time schedule for activities.
4. To develop a format for summarizing results and to determine the audience.
5. To prepare a set of guidelines detailing the use of the model.

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10. Distributed by WBVTAE Task Force on Program Evaluation, 9/21/78.

It was necessary to develop a variety of new data gathering techniques and strategies where they did not exist. Most of these techniques and strategies are explained or identified in the remainder of this report.

METHOD FOR CONDUCTING PROGRAM EVALUATION MODEL

The first step in developing a program evaluation model for Moraine Park District was to review what was done in the past and what was presently being done. The study was then extended to examine evaluation as conducted in other technical schools in Wisconsin and other colleges throughout the country. In addition, various models designed by recognized experts in the field of evaluation were studied.[11] From this base of information was taken those parts which seemed most adaptable to Moraine Park District's needs.

The Moraine Park Technical Institute began its program evaluation efforts in April 1977 by outlining its program evaluation/discontinuance plan. This plan serves as a first attempt at evaluation and was subsequently revised during 1978. This revision laid the foundation upon which the current model for program evaluation was developed and tested.

The 1978 evaluation plan contained a list of 74 factors to be included in program evaluation. These factors were grouped in five categories according to enrollment data, graduate data, influencing trends, program costs, and resources. As a part of this project, the 74 factors were reduced to 32 and reorganized into the four broad criteria of program quality, program relevance, program impact on MPTI, and the transition and growth of program graduates in the world of work.

Once the evaluation factors were identified and reorganized, the task of the researchers became one of identifying sources of data, collecting such data when available, and relating the data to the particular factor to which it belonged. This involved the development of several key instruments and procedures.

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11. Listing of references and resources listed in Attachment E.

Employer Survey

Of major importance was development of an employer survey (see Attachment H). This form was necessary to collect data on how well graduates from MPTI programs performed on the job, whether or not they were promoted or advanced, and how well they were prepared for the job, as well as information on the job market, recruitment practices, displacement, and which companies encouraged their employees to further their education for job advancement.

The Employer Survey form was developed and trial tested during November and December 1978. Survey forms were mailed to the employer which the MPTI graduate indicated on their six-month follow-up survey form. In most cases, this proved to be an accurate means of contacting the employers of MPTI graduates one and one-half years after their graduation. For most programs, the response rate was large enough to determine employer satisfaction with the MPTI graduate they employ, in addition to other factors for which the survey was designed.

Along with the employer survey, other tasks involved with data collection included a six-month follow-up of MPTI graduates, a job market review, the development of program costing procedures, a review of enrollments, enrollment trends and attrition, the development of a format for and review of advisory committee minutes, a review of the curriculum and learning activities for each program, a review of teacher workloads, teacher certification, and teacher/student ratios, and, finally, the development of a procedure to carry evaluation beyond full-time programs to adult continuing education courses.

Six-month Follow-up Study

The six-month follow-up study[12] is conducted yearly by the MPTI Placement Office. The study contains information on the employment status of MPTI graduates six months after their graduation from a full-time program at Moraine

12. Six-month follow-up study, Attachment H.

Park. The study has been conducted for several years thus enabling the collection of historical placement data and employment trends.

Program Costing Procedures

A difficult task was the development of program costing procedures. A committee was developed to establish some guidelines for the most accurate and most useful way to determine program costs. Based on the guidelines of this committee, a program costing procedure was developed by the Business Office. Cost figures based on this procedure will be used in the Program Evaluation Model.

Advisory Committees

Another developmental task was to establish a format to be used for summarizing advisory committee meetings and inputting their expertise and recommendations into the program evaluation process. Such a format was developed, but needs some refinement and a great deal of promotion before it is used by all advisory committees in recording their proceedings. A new State Policy Announcement will strengthen this aspect of evaluation.[13]

Community Services

A committee was also established to develop a procedure for extending evaluation to include adult continuing education courses. After several meetings and extensive discussions, a procedure was developed. This procedure incorporates some of the basic concepts of the full-time program evaluation model, yet has been adapted to the specific needs of the Community Services Division. It basically involves the administration of two evaluation forms; one for instructor self-input and one to collect students' feelings and reactions to the courses they have completed.

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13. Attachment J.

Other Data Collection Activities

Most of the other data to be collected existed in some form in Moraine Park's data collection process. It became a task of this project to extract the data as it contributes to measuring effectiveness in programming.

Narrative Section

As in any data collection process, it is not always possible to collect data to satisfy all needs. To overcome this difficulty, a special narrative section was added to allow for addition of information which would otherwise be overlooked. This narrative section contains a historical summary of a program or activity since its beginning and provides opportunity to note personal observations and views that could affect decisions.

Staff Involvement

A special effort was made to subject activities and results to review by the Instructional Operations Committee, the Curriculum/Evaluation Committee, and the Divisional Chairpersons Committee throughout the data gathering and procedure development process. In essence, these committees are representative of individuals who will use and/or be affected by the results or in carrying on the process.[14]

14. Selected committee meeting minutes, Attachment G.

VALIDATION OF CRITERIA

Committee members, because of their role in the operation of MPTI programs, were asked to assess the validity and usefulness of this evaluation model as it related to their positions. Part of this assessment included the reduction of 76 contributing factors listed in the prior model to 39 factors, and the inclusion of these 39 factors into the four major evaluation criteria of Program Quality, Program Relevance, Program Impact on MPTI, and Transition and Growth of Graduates in the World of Work. Through this committee involvement, the criteria used for evaluation at MPTI have been validated by the respective staff members.[15]

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15. Memo to staff, Attachment K.

A MODEL OF EVALUATION

The combination of procedures, activity schedule, and time frame which follow have been designed to fulfill the evaluation function in Moraine Park District. In total it is recognized by the MPTI staff, the District Board, and is filed with the WBVTAE as the plan for evaluating vocational, technical, and adult education as delivered in the District.

The plan was piloted during 1978-79 and originally intended to focus on full-time programs, but was expanded during the developmental process to incorporate other evaluation activities as well. The major task has been one of collecting, sorting, and storing a bank of retrievable information that in various combinations can be reported in a form which contributed to decision making and/or in addressing specific question(s).

Information has been categorized (as previously explained on pages 6-7) under four general areas:

1. Program Quality
2. Program Relevance
3. Program Impact
4. Transition and Growth

Guidelines to conduct the evaluation activity are included on pages 16-24. This data, as gathered, can serve a multitude of purposes. It can be singular in purpose (such as Six-month Follow-up of Graduates, Licensing, and Achievement test scores, DILHR Employment Projections, Advisory Committee Recommendations, Program Cost Allocations, Attrition Study, Employer Survey, etc.) or it can serve a larger purpose (such as State Discipline Review, North Central Accreditation, or evaluation of full-time programs).

Procedures for conducting program evaluation and preparing appropriate reports have been outlined in detail beginning on page 25.

ANNUAL ONGOING ACTIVITIES - PROGRAM EVALUATION

Month	Activity	Person Responsible	Data Collected
March	1. Update/revise evaluation model; plan for the new year.	Evaluation Specialist	None
April	1. Administer achievement tests.	Evaluation Specialist or Instructor	Test scores, based on national norms.
	2. Determine how many MPTI graduates enroll in continuing education courses or some other educational program. (Part of 6-month follow-up study)	Evaluation Specialist	Number and percent of MPTI graduates who continue their education.
May	1. Verify maximum enrollment.	Division Chairpersons	Maximum enrollment for each program.
	2. Begin EMPLOYER survey--use employers listed on graduate six-month follow-up study.	Evaluation Specialist	Employer names and addresses.
	3. Compare enrollments to graduates.	Evaluation Specialist	Percent of enrollees that graduate. (Success ratio)
June	1. Determine second semester attrition by program, and reason for dropping out.	Evaluation Specialist and Student Services	Attrition rate, and whether or not attrition was preventable.
	2. Review spring Advisory Committee Minutes.	Evaluation Specialist	Advisory Committee recommendations and whether or not they are acted upon.
	3. Collect and update Adult Education Course Designs (Second Sem.)	Community Services	Course Designs for Adult Ed. courses.
	4. Process student evaluation forms that are collected as part of the adult continuing education course evaluation.	Division Chairperson, Evaluation Specialist, and Data Processing	How students heard about the course. Reason for taking the course. Did the course meet the students' needs.

Month	Activity	Person Responsible	Data Collected
July	1. Review articulation efforts.	Evaluation Specialist, Curriculum Planner, or Division Chairperson	Courses are offered in proper sequence and content to insure a smooth flow from high schools, through MPTI, to continuing or advanced education.
	2. Record Narrative Data (historical and current status of each program).	Curriculum Planner and/or Division Chairpersons and/or Instructors	History of program, current insights into program effectiveness and/or efficiency.
August	1. Employer Survey completed--analyze data.	Evaluation Specialist	Graduate suitability for their job. Employer satisfaction. Graduate promotions or advancement. A look at the job market. Displacement effect.
	2. Identify/review literature on job market and labor market trends.	Evaluation Specialist and/or Placement Officer	The strength of the job market for MPTI graduates.
	3. Equipment report. (Need to develop)	Division Chairperson	List showing where equipment deficiencies are affecting the performance of a program.
	4. Determine current enrollment.	Student Services	List of current enrollment by program.
September	1. Determine instructor workload and instructor/student ratio.	Instructional Operations	Twice instructor workload and ratio to students by program.
	2. Collect and summarize student characteristics.	Evaluation Specialist	Average age. M/F ratio. Number of handicapped served. Number of minorities served. Nontraditional enrollees. Number of veterans.

SUMMARY OF ACTIVITIES, ETC.

Month	Activity	Personal Responsible	Data Collected
October	1. Six-month follow-up study begins.	Placement Office	Graduate names and addresses, and a survey form.
	2. Determine status of learning activities and task analyses.	Curriculum Planner and Division Chairpersons	Number and percent of courses with written evidence of recent task analysis, and curriculum organized in an acceptable format.
November	1. Review Fall Advisory Committee Minutes.	Evaluation Specialist and/or Division Chairperson	Advisory Committee recommendations and whether or not they are acted upon.
	2. Annual statustical summary.	Business Office	Program cost determination. Facility utilization. FTEs generated. Outgoing tuition. Program graduates.
December	1. Determine first semester attrition by program, and reason for dropping out.	Evaluation Specialist and/or Student Services	Attrition rate, and whether or not attrition was preventable.
	2. Six-month follow-up study completed.	Placement Office	Percent of graduates employed. Percent of graduates employed in a training related job. Percent of graduates working in the District. Graduate satisfaction with their training. Average salary. Name and address of employers.
	3. Collect and update Adult Education Course Designs (summer and 1st sem.)	Community Services Office and Division Chairpersons	Course designs for Adult Education courses.

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Month	Activity	Person Responsible	Data Collected
December cont...	4. Process student evaluation forms--Adult Education Courses.	Evaluation Specialist and/or Data Processing	How students heard about the course. Reason for taking the course. Did the course meet the student needs.
	5. Prepare an Annual Report.	Evaluation Specialist	Summary of data collected since previous January. Ranking of programs based on data collected. Recommendations. Summary of Adult Education course effectiveness.
January	1. Determine current enrollment.	Student Services	List of current enrollment by program.
	2. Determine instructor workload and instructor/student ratio.	Instructional Resource Division Chairperson	Instructor workload and ratio to students by program.
	3. Present Annual Report to Curriculum/Evaluation Committee.	Evaluation Specialist	NONE
	4. Present Annual Report to Instructional Operations Committee.	Evaluation Specialist	NONE
	5. Present Annual Report to Division Chairpersons.	Evaluation Specialist	NONE
February	1. Present Annual Report to District Board.	Evaluation Specialist	NONE
February & March	INDEPTH EVALUATION--Based on the program evaluation screening results and the recommendation of the District Board an extensive evaluation of low scoring programs will be conducted, prior to intitating any changes.	Evaluation Specialist and Curriculum/Evaluation Committee	Teacher evaluation results. Enrollment patterns. Student abilities. Advisory Committee recommendations. Student characteristics. FTE potential. Cost-Benefit information. Safety. Budget considerations--adequate or not? Mobility charts. Suggestions of persons close to each program.

DATA COLLECTING ACTIVITIES

-MONTH-

	A	S	O	N	D	J	F	M	A	M	J	J
A. Student Services												
-Determine current enrollment	X					X						
B. Instructional Operations												
-Teacher workload		X				X						
-Teacher/student ratio		X				X						
C. Instructors												
-Achievement tests administered					X					X		
-Record narrative data - current status of programs												X
D. Division Chairpersons												
-Verify maximum enrollment										X		
-Record narrative data - current status of programs												X
-Equipment report	X											
E. Data Processing												
-Adult Ed. Student Evaluation form compilation					X						X	
-Employer Survey compilation	X											
F. Placement Office												
-6 month followup study		X	X	X								
-Analyze job mkt. by program	X											
G. Business Office												
-Annual statistical study				X								
H. Curriculum Planner												
-Review articulation efforts												X
-Record narrative data - current status of programs												X
-Status of learning activities and task analyses			X									
I. Evaluation Specialist												
-Administer achievement tests									X			
-Continuing education of MPTI graduates									X			
-Employer survey	X									X	X	X
-% of enrollment that graduates										X		
-Determine attrition					X						X	
-Review Advisory Committee Minutes				X								
-Collect & update Adult Ed. course designs					X							
-Adult Ed. student evaluation form compilation of data					X							
-Review articulation efforts												X
-Analysis of job market by program	X											
-Student characteristics		X										
-Status of learning activities and task analyses			X									
-Indepth evaluation							X	X				

MONITORING ACTIVITIES - PROGRAM EVALUATION MODEL

OBJECTIVE 1: By August 31 of each year, an employer survey will be conducted as follows:

1.01 Questionnaire developed and printed.

1.02 Mailing list of employers obtained from six-month follow-up study of MPTI graduates.

1.03 Cover letter written and printed.

1.04 Envelopes addressed.

1.05 Envelopes stuffed (survey, cover letter, and return envelope) and mailed.

1.06 Sort survey returns by program.

1.07 Send reminder postcard two weeks after initial mailing.

1.08 Total survey returns by program, with the assistance of Data Processing.

1.09 Write a report on the results of the survey - to be distributed to administrative staff.

1.10 Incorporate survey results into program evaluation model.

OBJECTIVE 2: By December 20 of each year, a six-month follow-up study of MPTI graduates will be completed as follows:

1.01 Inform students that a six-month follow-up will be conducted.

1.02 Questionnaire developed and printed.

1.03 Obtain list of MPTI graduates, sort by program.

1.04 Cover letter written and printed, if separate from the survey form.

1.05 Envelopes addressed.

1.06 Stuff envelopes (survey form, cover letter, and return envelope) and mail survey.

1.07 Sort survey returns by program.

1.08 Send reminder postcard or make telephone contact with graduates who don't respond, within three weeks after initial mailing date.

1.09 Total survey return data by program, with the assistance of Data Processing.

1.10 Publish results of survey in the LINK and distribute to appropriate staff members.

1.11 Incorporate survey results into program evaluation model.

OBJECTIVE 3: Achievement tests will be administered during May and December each year to all students who are about to graduate.

1.1 Identify achievement test to be administered.

1.2 Determine who will administer test; instructor or Evaluation Specialist.

1.3 Obtain a suitable time period to administer the test.

1.4 Administer test to students.

1.5 Score results of tests.

1.6 Return test results to students (and instructor if necessary).

1.7 Incorporate test results in program evaluation model.

OBJECTIVE 4: At the completion of each semester, the attrition for each program shall be measured as follows:

1.1 Each student will complete a withdrawal form as part of the withdrawal process.

1.2 Withdrawal forms will be collected and filed in Student Services until the end of each semester.

1.3 Withdrawal forms grouped by program.

1.4 Reasons for withdrawal will be totaled by program.

1.5 Distribute a report to appropriate staff.

1.6 Incorporate attrition data in program evaluation model.

OBJECTIVE 5: Adult education courses will be evaluated as indicated in the evaluation model by the following activities:

1.01 When instructors agree to teach a course, they will receive a copy of their job description, a self-evaluation instrument, a course design for the course they will teach, and a student evaluation form.

1.02 During the course, the instructor will update the course design as appropriate.

1.03 During one of the final class periods, the student evaluation will be administered to students.

1.04 At course completion, the instructor self-evaluation will be completed for instructor's self-improvement.

1.05 At course completion, the instructor will return to the Center Supervisor their pay card, the updated course design, and the student evaluation form.

1.06 Center supervisors will return the pay cards, course designs, and student evaluation forms to the Adult Education Office.

1.07 Course designs will be sent to the Community Services Office for updating and filing.

1.08 Student evaluation forms will be sent to Data Processing for keypunching.

1.09 At the close of each semester, the student evaluation forms will be totaled by course and by adult center (by Data Processing) and sent to Research & Development.

1.10 Research & Development will send a report to appropriate MPTI staff.

1.11 Student evaluation data will be incorporated in evaluation model as appropriate.

OBJECTIVE 6: Input from Program Advisory Committees will be incorporated into the program evaluation model as follows:

1.1 Each Advisory Committee will meet at least twice yearly, in the spring and fall.

1.2 Minutes from Advisory Committee Meetings will be recorded on a standard form.

1.3 Advisory Committee minutes will be distributed to Division Chairpersons, Instructional Operations, and to the Curriculum Planner.

1.4 Division Chairperson will maintain a file of Advisory Committee minutes for reference and to distribute to NEW Advisory Committee members.

1.5 Instructional Operations will maintain the official file of Advisory Committee minutes.

1.6 Curriculum Planner or Research & Development will review Advisory Committee minutes and include input from these committees in the program evaluation model.

OBJECTIVE 7: Data will be collected on incoming students to determine such characteristics as age, sex, handicap, minority, and marital status.

1.1 A form to collect data on age, sex, handicap, minority, and marital status by program will be developed and updated annually.[16]

1.2 All students enrolling in MPTI will complete this form as part of their application procedure.

1.3 Forms will be sent to Data Processing for compilation by program objective.

1.4 Data Processing will supply the Research & Development with the compiled data at the end of each semester.

1.5 Research & Development will provide a report on the results to appropriate staff members.

1.6 Results will be incorporated into program evaluation model as part of program relevance data.

16. Attachment I.

TOTAL PROGRAM EVALUATION

Program evaluation addresses the question of effectiveness or ineffectiveness of full-time programs and contributes to deciding whether a program should be maintained as is, modified, or discontinued. The procedures for conducting program evaluation and preparing of a summary report follow.

Program Evaluation Procedure

The program evaluation procedure consists of two sections - a screening process and a program narrative. The screening process is used to identify those programs in which there are areas of concern. These areas of concern are included in four broad evaluation criteria. In the screening process, these broad evaluation criteria form an objective look at all programs, and assign points on a one-five basis according to how well the program meets the evaluation standards which have been established. These four broad evaluation criteria are:

1. Program Quality

   Program Quality involves any factors relating to the quality of instruction or instructional offerings at Moraine Park. The key factors in this area are teacher recertification, graduates achieving licensing where appropriate, employer satisfaction that MPTI graduates are competent, and program components are in proper order according to the format accepted at MPTI.

2. Program Relevance

   Program Relevance shows that the program offered at MPTI serves a societal need in relation to the world of work. Graduates from MPTI fill the need for well-trained employees in the communities within

the District. This relevance is shown through the strength of the job market, the number of graduates in employment related to their training, the number of graduates placed in jobs within the District, and the approval and satisfaction of the Program Advisory Committee.

3. Program Impact

   Program Impact consists of those factors which affect the organization and usage of MPTI, as well as factors which affect the support of the institution and its educational policies. These factors include statistics on operational costs, enrollments, graduates, withdrawals, and the safe usage of facilities and equipment at all three MPTI campuses.

4. Transition and Growth

   The individual's transition to, and growth in the world of work is concerned with how well MPTI graduates succeed once they leave MPTI. This success is most often determined by the wide range of job opportunities for which students are trained, as well as the graduate's satisfaction with MPTI and the employer's satisfaction with the MPTI graduate, and finally, by the salary received and the promotions received by MPTI graduates once employed.

In addition to the screening process, data on each program is provided in a narrative, historic manner in order to provide a subjective look at the program. Important developments for the program will be outlined from the program's inception to the current year. For the current year, a general description of the condition of the program will be presented.

Data to be collected for program evaluation will be gathered on an ongoing basis with the entire plan being updated and presented to Instructional Operations during January each year.

Programs for which the evaluation indicate areas of concern will be referred to an appropriate administrative unit for corrective action. This action initiates an in-depth study resulting in one of three possible alternatives: 1) maintain program under present conditions; there are no means for improvement or correction, 2) modify program to correct the concerns, or 3) discontinue program according to the properly established procedure.

Preparing the Summary Report

The program evaluation procedures and activities lead to the development of a final report based on the questions that need to be answered. The report can be in the format of the North Central Accreditation Self-Study, the Divisional Review format, or the Program Evaluation Report format for full-time programs or Community Services courses. The latter format serves as the key format for this program evaluation model.

The final report for evaluating full-time programs contains two primary sections - a screening section and a historical/narrative section. The screening section includes a Summary Sheet showing the number of points for the four criteria of Program Quality, Program Relevance, Program Impact on MPTI, and the Transition and Growth of Program Graduates in the World of Work, as well as the total points for all four criteria. The Summary Sheet is followed by four sections, one for each of the four major criteria (as listed on pages 6-7). These sections contain a Point Awarding Sheet on which the number of points can be given to each of the factors contributing to the major criteria. These points are totaled on this sheet and carried over to the Summary Sheet. The Point Awarding Sheet is followed by a listing of the Standards for Awarding Points which shows the distribution of points on a five-point scale for each of the contributing factors.* Finally, the Standards should be followed by a series of charts and/or tables that will support the awarding points to each of the contributing factors, as well as to the total points for the major criteria.

*These Standards for Awarding Points are most important to the acceptance of the final report and, therefore, should be the results of extensive input on the part of a diverse cross-section of the staff.

OUTLINE OF FINAL EVALUATION REPORT FOR FULL-TIME PROGRAMS

I. Screening Section

A. Summary Sheet

1. Program Quality

a. Point Awarding Sheet

b. Standards for Awarding Points

c. Support Charts and Tables

2. Program Relevance

a. Point Awarding Sheet

b. Standards for Awarding Points

c. Support Charts and Tables

3. Program Impact on MPTI

a. Point Awarding Sheet

b. Standards for Awarding Points

c. Support Charts and Tables

4. Transition and Growth of Program Graduates in the World of Work

a. Point Awarding Sheet

b. Standards for Awarding Points

c. Support Charts and Tables

B. Historical/Narrative Summary of Program

1. Approval Data by State Board

2. History of Program

3. Current Status of Program

4. Conclusions/Recommendations

The second section of the final report is the historical/narrative section. It recognizes the need to include data from a subjective point of view and involves those staff members who work closely with the program being evaluated. It is an opportunity to add current information and some conclusions and/or recommendations on the need for or method whereby changes can be made to improve the particular program. (Samples follow on pages 50 to 51.)

SUMMARY SHEET

Criterion / Program	Program Quality	Program Relevance	Program Impact	Transition & Growth	Total

POINT AWARDING SHEET

CRITERION	PROGRAM QUALITY													
	Graduate Achievement, Licensing, Recognition	Teacher Evaluation	Employer Satisfaction	CURRICULUM DEVELOPMENT						Opportunity for Continuing Education	Alternative Choices For Enrollment	Math and Reading Levels are Appropriate	TOTAL
				Task Analysis	Instructional Design	Objectives Learn Activities Evaluation Measures							
						Total Program	Skill Area	Supportive Area	General Education				
WEIGHTED VALUES													

Standards for Awarding Points
PROGRAM QUALITY

A. Graduates Achieving Licensing or Recognition:

More than 90% of Graduates - 1 point

Less than 90% of Graduates - 0 points

No licensing or Achievement Exams - BLANK

B. Teacher Evaluation:

As a part of the IN-DEPTH evaluation, teachers can be evaluated by the Teacher Evaluation Instruments shown in the appendix.

C. Employer Satisfaction:

In the following aspects of employment, how well was the above mentioned employee prepared for the job for which he/she was hired? (Circle the best answer)

	Not At All	Poorly	Some-what	Well	Does Not Apply
a. Job know-how, application of technical knowledge and skills	1	2	3	4	5
b. Selection and care of space, materials, and supplies	1	2	3	4	5
c. Use of tools and equipment	1	2	3	4	5
d. Quality of work	1	2	3	4	5
e. Quantity of work, output is satisfactory	1	2	3	4	5
f. Cooperativeness, ability to work with others	1	2	3	4	5
g. Accepting advice and super-vision	1	2	3	4	5
h. Dependability	1	2	3	4	5
i. Initiative, does jobs that need doing	1	2	3	4	5
j. Attendance, reporting for work regularly	1	2	3	4	5
k. Appearance, presenting a business image	1	2	3	4	5
l. Adaptable to new situations	1	2	3	4	5
m. Serving the public, patient, etc.	1	2	3	4	5
n. Safety habits	1	2	3	4	5
o. Working in a leadership role	1	2	3	4	5
p. Positive attitude toward work	1	2	3	4	5
q. Problem solving	1	2	3	4	5

Well = 5 points Somewhat = 4 points Does Not Apply = 3 points Poorly = 2 points

Not At All = 1 point

D. Components of CBI:

1. Task Analysis:

Competencies Established, Standards and Conditions Verified Through Implementation	5 points
Competencies Established	3 points
No Competencies Established	1 point

2. Instructional Design:

This will become part of the IN-DEPTH evaluation.

3. Learning Activities:

95 - 100%	CBI	5 points
75 - 94%	CBI	4 points
50 - 74%	CBI	3 points
25 - 49%	CBI	2 points
1 - 25%	CBI	1 point
0%	CBI	0 points

E. Are There Opportunities for Continuing Education:

Courses	5 points
Seminars (less than 2 days)	4 points
No Opportunity	1 point

F. Alternative Choices For Enrollment Are Available:

These alternatives include Open Entry/Open Exit, multiple offerings at different times, and offered at different locations. They will be part of the IN-DEPTH evaluation to be conducted. If alternative choices are available it will be worth 5 points, if they are unavailable it will be worth 2 points.

G. Math and Reading Levels are Appropriate:

Math and Reading Ability is measured for all students upon enrollment. As a part of the IN-DEPTH evaluation, it will be determined if these abilities are appropriate for each particular program.

POINT AWARDING SHEET

CRITERION	PROGRAM RELEVANCE TO THE NEEDS OF THE COMMUNITY										
CRITICAL FACTORS	Meets Needs of Special Groups of Students	% of Graduates in Related Employment	Displacement	% of Graduates Working in District	Strength of Job Market	Functioning Advisory Committee	Unique Program	Articulation	% of Graduates Employed	TOTAL	
WEIGHTED VALUES											

Standards for Awarding Points
PROGRAM RELEVANCE

A. Percent of Graduates In Related Employment:

80 - 100% 5 points
60 - 79% 4 points
40 - 59% 3 points
20 - 39% 2 points
0 - 19% 1 point

Percent of Graduates Employed:

80 - 100% 5 points
60 - 79% 4 points
40 - 59% 3 points
20 - 39% 2 points
0 - 19% 1 point

B. Displacement:

Would you hire a high school graduate with no additional training beyond high school for the above mentioned Starting Job Classification? _____ Yes _____ No

75 - 100% NO 5 points
50 - 74% NO 4 points
25 - 49% NO 3 points
10 - 24% NO 2 points
0 - 9% NO 1 point

C. Percent of Graduates Working In District:

80 - 100% 5 points
60 - 79% 4 points
40 - 59% 3 points
20 - 39% 2 points
0 - 19% 1 point

D. Strength of Job Market:

Strong Job Market (Demand > Supply) 5 points
Average Job Market (Demand = Supply) 3 points
Weak Job Market (Demand < Supply) 1 point

E. Functioning Advisory Committee:

As part of the IN-DEPTH evaluation, Advisory Committees will be evaluated according to the regularity of their meetings, the recommendations they make, and whether or not these recommendations are acted upon. A special form has been developed for recording Advisory Committee minutes that would lend itself to this type of evaluation. (See Attachment.)

F. Unique Program:

Only program in Wisconsin	5 points
Program offered at a few scattered locations	4 points
Program available in neighboring districts	3 points
Program available in all districts	2 points

In addition to location, a program may be unique due to student characteristics or special target groups for enrollment. These factors will be reviewed as part of the IN-DEPTH evaluation.

G. Articulation: Part of the IN-DEPTH evaluation.

1. Horizontal:

2. Vertical:

Back-up Data
HEALTH OCCUPATIONS DIVISION

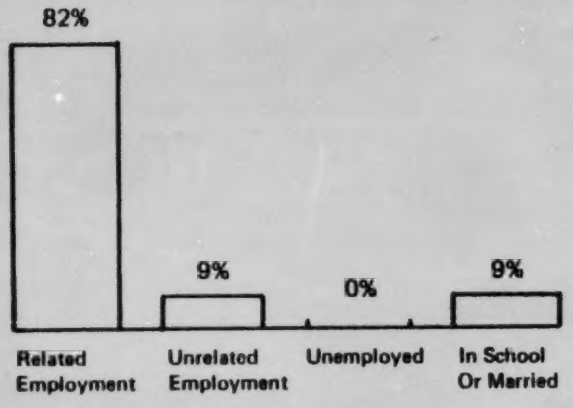
Employment - 6-Month Follow-Up

Program		1975	1976	1977	1978
Medical Record Technician	Employed in related occupation		86%	100%	78%
	Employed in the District		83%	40%	22%
	Employed in Wisconsin		17%	60%	67%
	Employed outside Wisconsin				11%
	Average Salary		$557	$650	$777
Operating Room Assistant	Employed in related occupation	83%	93%	100%	92%
	Employed in the District		38%	27%	31%
	Employed in Wisconsin		38%	45%	54%
	Employed outside Wisconsin		23%	27%	15%
	Average Salary	$612	$621	$672	$687
Practical Nursing	Employed in related occupation	93%	90%	98%	86%
	Employed in the District		78%	72%	76%
	Employed in Wisconsin		20%	25%	20%
	Employed outside Wisconsin		2%	3%	4%
	Average Salary	$601	$595	$681	$721%
Ward Clerk	Employed in related occupation	38%	73%	78%	73%
	Employed in the District		100%	86%	88%
	Employed in Wisconsin			14%	12%
	Employed outside Wisconsin				
	Average Salary	$404	$436	$559	$552

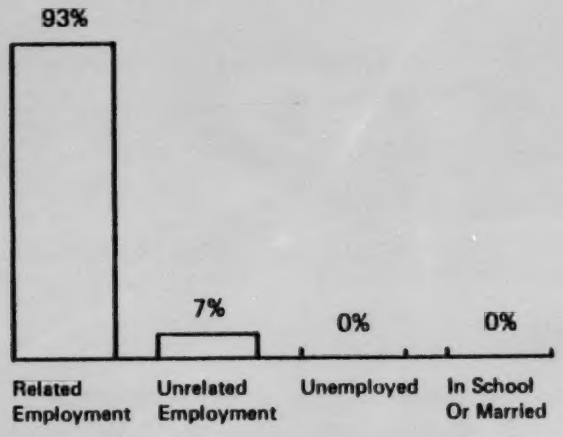
Back-up Data

Health Occupations Division

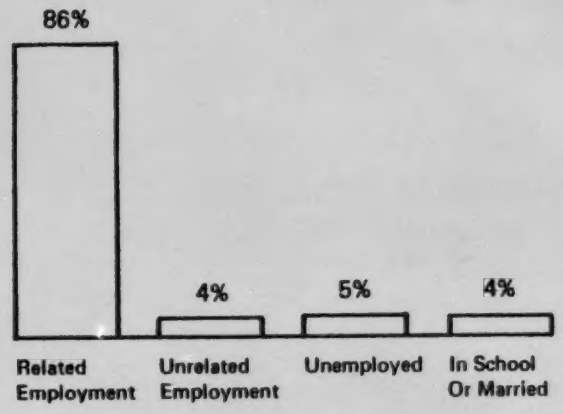
Employment – Six-Month Follow-Up Study



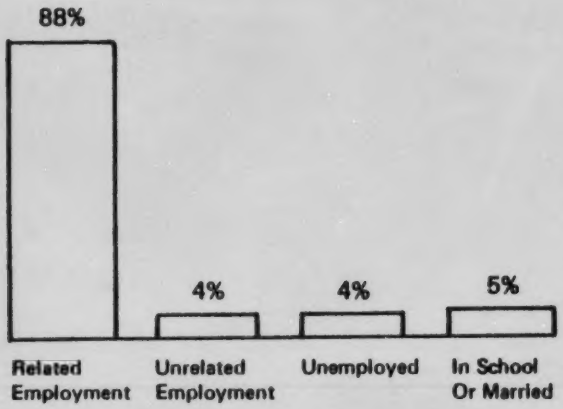
MEDICAL RECORD TECHNICIAN



OPERATING ROOM ASSISTANT



HEALTH OCCUPATIONS DIVISION



PRACTICAL NURSING

WARD CLERK

Point Awarding System

CRITERION	PROGRAM IMPACT ON MPTI OPERATIONS												
CRITICAL FACTORS	Average Cost	Number of FTE's	% of Enrollees that Graduate	Current enrollment above 10	Ratio of current enrollment to max.	Attrition	Cost - Benefit	Outgoing Tuition	Teacher/Student Ratio	Facility Utilization	Safety Inspection	Equipment Adequate	Budget	TOTAL
WEIGHTED VALUES														

51

52

Standards for Awarding Points
PROGRAM IMPACT

A. Average Cost:

Cost calculation procedures need to be defined and implemented over several years before they can become a meaningful component of program evaluation. Until this can be achieved, the criteria to be used will relate to average program cost.

Below MPTI average	5 points
MPTI average	3 points
Above MPTI average	1 point

B. Number of FTE's:

The number of FTE's generated by a program is a major consideration in evaluating programs. As a part of the IN-DEPTH evaluation, the effect of the program regarding FTE's will be studied.

C. Percent of Enrollees That Graduate:

80 - 100%	5 points
60 - 79%	4 points
40 - 59%	3 points
20 - 39%	2 points
0 - 19%	1 point

D. Current Enrollment:

1. Is Current Enrollment Above Standard of 10?

Above 20	5 points
Above 15	4 points
Above 10	3 points
Above 7	2 points
Below 7	1 point

2. Ratio of students to maximum enrollment:

85 - 100%	5 points
70 - 84%	4 points
55 - 69%	3 points
40 - 54%	2 points
25 - 39%	1 point
0 - 24%	0 points

3. As part of the IN-DEPTH evaluation, two additional criteria should be determined.

They include:

- Does a waiting list for enrollment exist for the program.
- Does current enrollment indicate growth or decline over the previous five years.

E. Program Attrition:

1. What percent of students withdraw?

None	5 points
0 - 5%	4 points
5 - 10%	3 points
10 - 20%	2 points
Over 20%	1 point

*2. Were major reasons for withdrawal factors over which MPTI has no control?

All	5 points
Most	4 points

Factors over which MPTI has control?
(curriculum, financial aid, etc.)

Some	3 points
Most	2 points
All	1 point

F. Cost - Benefit Information:

Cost Benefit Formulas and techniques have been developed over the previous three years, however, until the controversy over cost allocation is cleared up, it is inappropriate to include this information as part of the program evaluation system.

Cost formulas are available for Cost Benefit Ratio, Present Value of Benefits, Rate of Return, and Payback Period.

G. Outgoing Tuition:

None	5 points
1 - 2 cases	4 points
3 - 7 cases	3 points
7 - 15 cases	2 points
Over 15 cases	1 point

H. Teacher/Student Ratio:

As a part of the IN-DEPTH evaluation, it may be necessary to determine the teacher-student ratio. If the ratio is:

more than 10/1	5 points
about 10/1	3 points
less than 10/1	1 point

---

* difficult to assess due to inaccessability of withdrawing students.

I. Facility Utilization:

1. Is a specialized lab/facility required?

- Adaptable for varied purposes 5 points
- Limited use for other programs 4 points
- Specific use for only one program 3 points

2. Are sufficient work stations available to meet student needs?

- Ample stations available 5 points
- Excess work stations 3 points
- Not enough work stations 1 point

J. Was a safety inspection conducted?

As a part of the IN-DEPTH evaluation, the degree of safety maintained in program areas should be analyzed. The Safety Committee does this periodically throughout the school year. The form used for this safety inspection is contained in the Appendix.

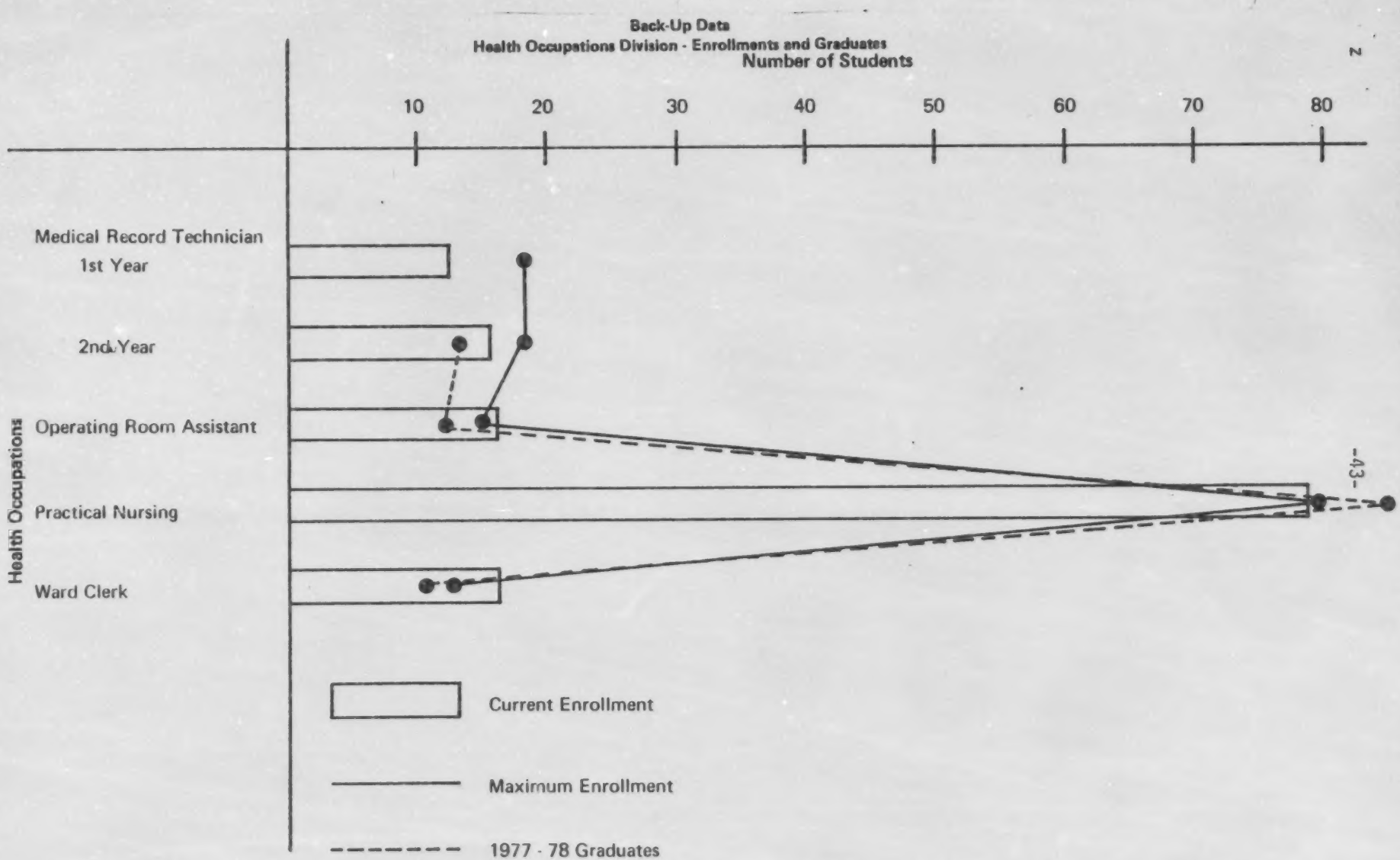
K. Equipment Adequate:

It is proposed that one function of the program advisory committee should be the determination whether or not equipment is adequate and up to date as used in area institutions, businesses, and industries. This determination will be on a five-point basis:

Excellent equipment	5 points
Adequate equipment	3 points
Poor equipment	1 point

L. Budget:

As a part of the IN-DEPTH evaluation, Division Chairpersons should have the opportunity to determine the adequacy of the budget for programs that show a low ranking.


Back-Up Data
Health Occupations Division - Enrollments and Graduates
Number of Students
10
20
30
40
50
60
70
80
Medical Record Technician
1st Year
2nd Year
Operating Room Assistant
Practical Nursing
Ward Clerk
Health Occupations
Current Enrollment
Maximum Enrollment
1977 - 78 Graduates

POINT AWARDING SHEET

CRITERION	GRADUATE TRANSITION & GROWTH IN WORLD OF WORK						
CRITICAL FACTORS	Mobility Charts	Employer Satisfaction	Graduate Satisfaction with MPTI	Average Salary	Employee Advancement	Employee Suitability For their Job	TOTAL
WEIGHTED VALUES							
	58						59

Standards for Awarding Points
TRANSITION & GROWTH

A. Mobility Charts:

As part of the IN-DEPTH evaluation, each program will have a Mobility Chart. Such charts are presently available for most programs.

B. Employer Satisfaction:

How satisfied are you with the performance of this employee?

____ a. Very satisfied
____ b. Above average satisfaction
____ c. Average satisfaction
____ d. Somewhat dissatisifed
____ e. Very dissatisfied

Very Satisfied	5 points
Above Average Satisfaction	4 points
Average Satisfaction	3 points
Somewhat Dissatisfied	2 points
Very Dissatisfied	1 point

How would you rate the suitability of the above mentioned employee for the type of job he/she currently holds?

____ a. Exceptionally able
____ b. Well suited
____ c. Acceptable
____ d. Poorly suited
____ e. Not at all suited

Exceptionally Able	5 points
Well Suited	4 points
Acceptable	3 points
Poorly Suited	2 points
Not at all Suited	1 point

C. Graduate Satisfaction with MPTI:

How do you feel about the training you received at our school?

____ 1. Very satisfied
____ 2. Satisfied
____ 3. Unsatisfied
____ 4. Very unsatisfied

Very Satisfied	5 points
Satisfied	4 points
Unsatisfied	2 points
Very Unsatisfied	1 point

D. Average Salary:

$700 and up	5 points
$600 - $699	4 points
$500 - $599	3 points
Minimum Wage ($450-$500)	2 points
Below Minimum	1 point

E. Employee Advancement:

What was the Starting Job Classification for which this employee was hired? _____

What is his/her Current Job Classification? _____
_____

Is this change in job classification:
____ a. No change in job
____ b. A demotion
____ c. A move to another job of equal status
____ d. A promotion

Promotion	5 points
No Change or Job of Equal Status	3 points
Demotion	1 point

F. An additional factor that might be considered as part of program evaluation is whether or not graduates enroll in or are encouraged to enroll in advanced education programs or courses once employed.

AM:lh
4/10/79

ILLUSTRATION 1
Back-up Data
DESCRIPTIVE LIST OF OCCUPATIONS*

PROGRAM/OCCUPATION - Practical Nursing

ENTRY LEVEL OCCUPATIONS

Practical Nurse

Functions as a beginning practitioner in simple nursing situations under the guidance of the registered nurse and/or the physician, and as an assistant to the registered nurse in complex nursing situations. Following completion of the educational program, must take licensing examination in order to function as a licensed practical nurse. (L.P.N.)

JOB OUT OCCUPATIONS

1. Nursing Assistant

ADVANCED LEVEL OCCUPATIONS

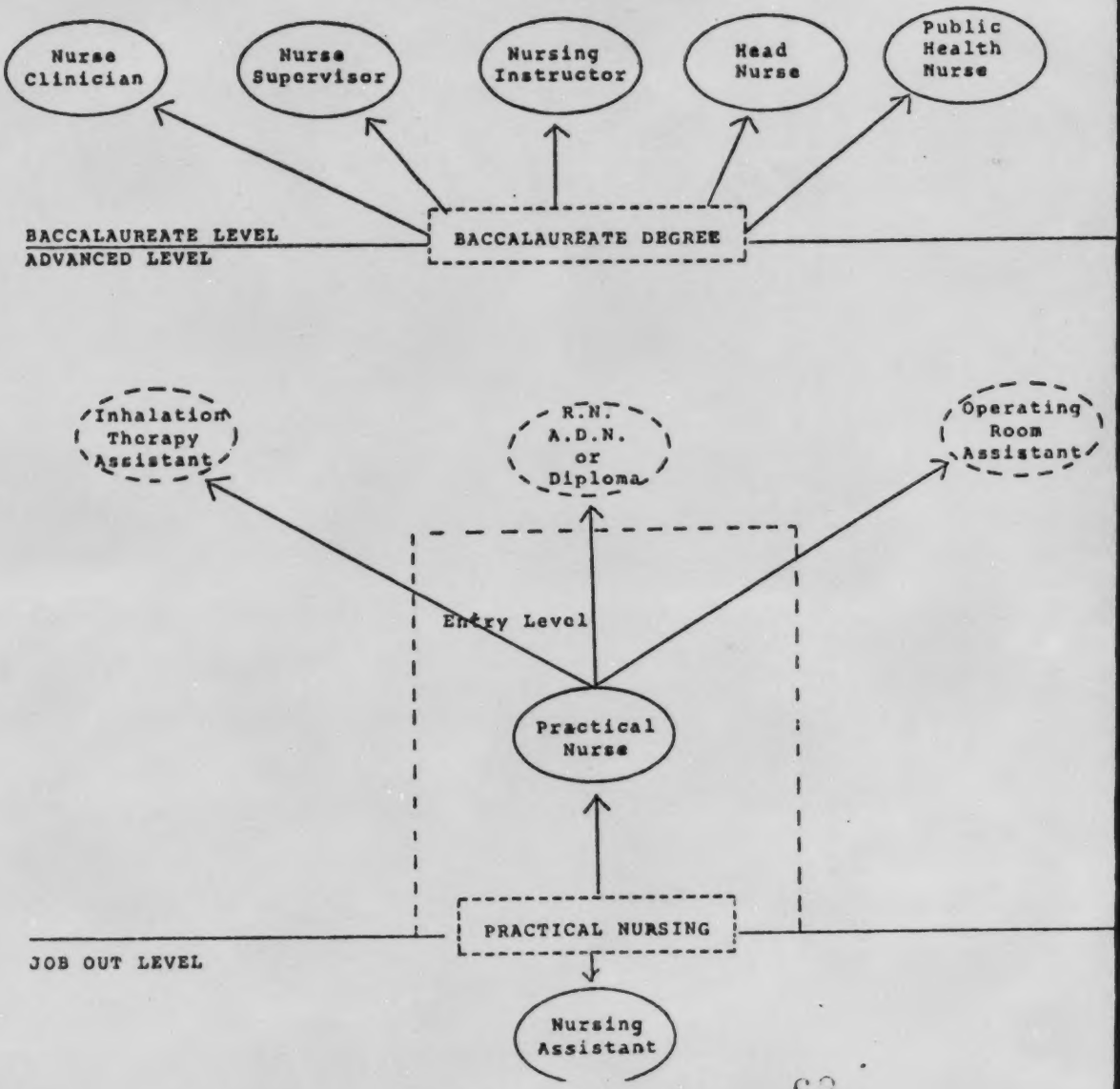
1. R.N. (Diploma or A.D.N.)
2. Inhalation therapy assistant
3. Operating room assistant

BACCALAUREATE LEVEL OCCUPATION

1. Nurse supervisor
2. Nursing instructor
3. Head Nurse
4. Public health nurse
5. Nurse clinician

*Taken from Employment Matrix developed at GTI, Record

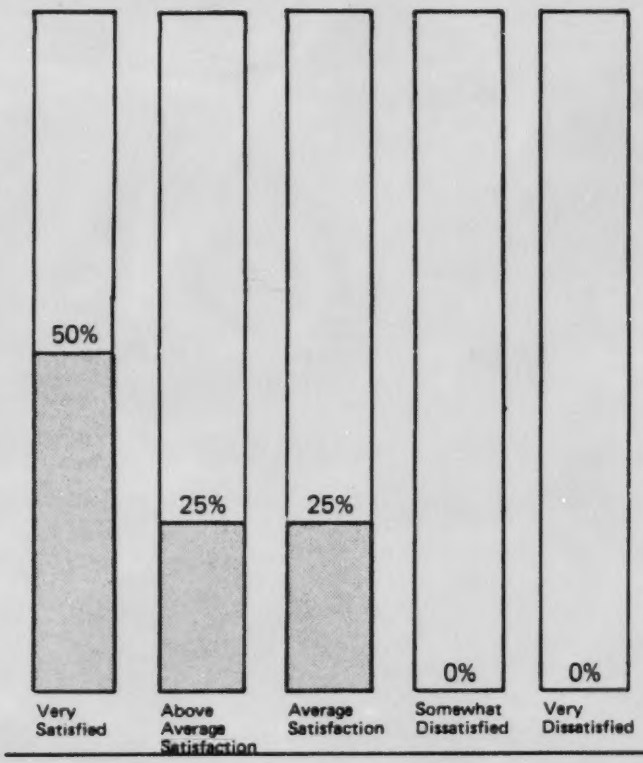
ILLUSTRATION 2
Back-up Data
Health Occupations Division Employment
Matrix for Practical Nursing



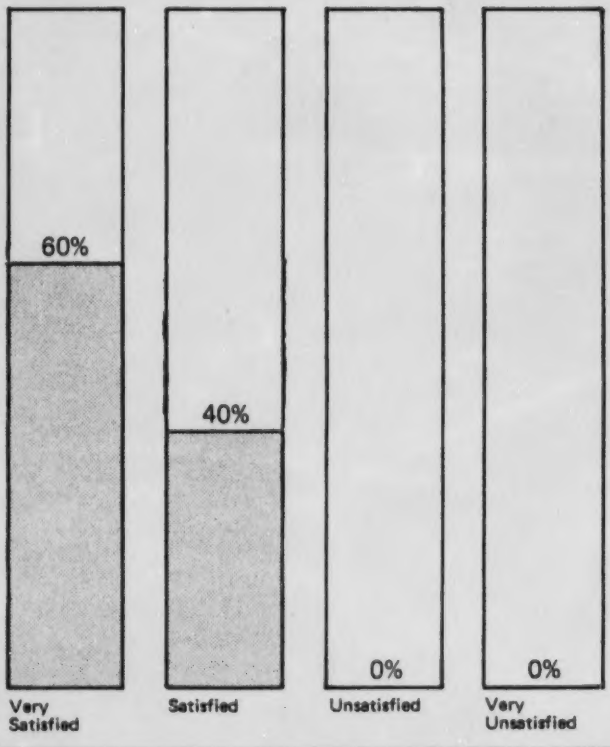
* Taken from Employment Matrix developed at GTI, Racine

Back-Up Data
Medical Record Technician Program

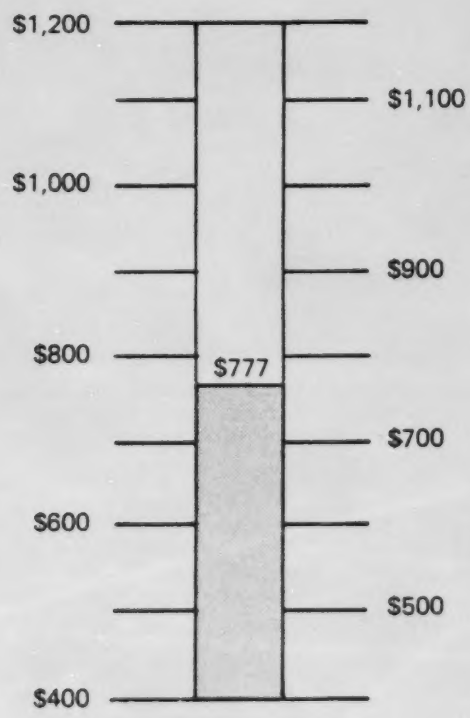
Employer Satisfaction With MPTI Graduate



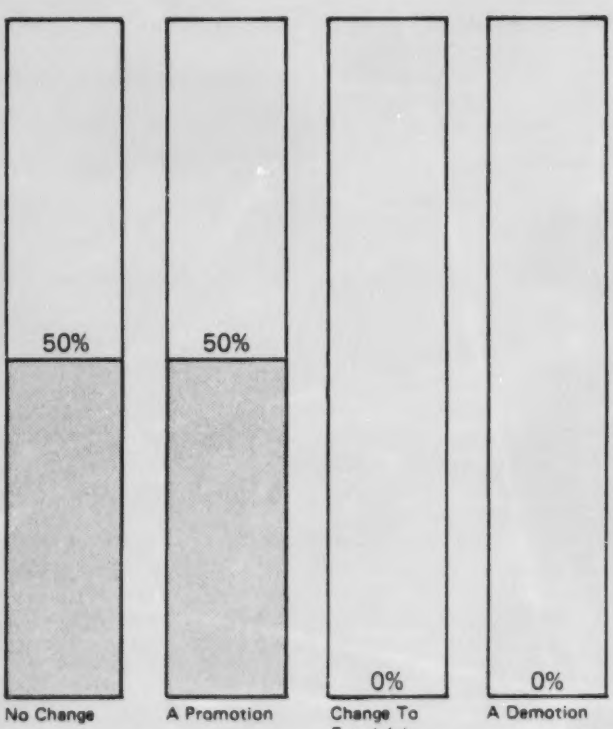
Graduate Satisfaction With MPTI



Average Salary



Employee Advancement - Within 2 years after graduation



SAMPLE

Historical/Narrative Data

PROGRAM: Medical Records Technician

STARTED: Approved by WBVTAE at regular meeting on November 27, 1973.

HISTORY: The Medical Record Technician prepares, analyzes, and preserves health information as needed by/for practitioners, patients, health agencies, and the community.

In addition to Moraine Park, Medical Record Technician is offered at Eau Claire (District One) and La Crosse (Western Wisconsin).

The program was implemented in Moraine Park in fall, 1974. Difficulty was experienced in locating a director of the program as required by the American Medical Record Association to comply with accreditation standards.

A laboratory was designed to house the program and first utilized in 1975.

An on-site evaluation was conducted on January 30 and 31, 1978, by the American Medical Records Association. The program was fully accredited for five years by the American Medical Association/American Medical Records Association.

Pathophysiology was added to the curriculum during the 1977-78 school year.

Typing 1 was made a prerequisite to the program in 1976.

CURRENT STATUS : A pilot course of study to train a health record clerk for nursing homes was developed during summer, 1978, and offered for the first time February 15 - May 24, 1979, with fifteen students enrolled. Close cooperation with a special subcommittee from the Wisconsin Medical Record Association was involved. Curriculum was prepared by the WMRA Committee. The major course is Health Record Science for the Nursing Home. An indication of interest was submitted to develop the training as a full-time program in January, 1979.

The training may relate to the Ward Clerk program.

Another related development is a plan to develop Medical Transcription as a program. The training course has been developed by the American Medical Record Association. An indication of interest was submitted to the state office January, 1979.

Waukesha County and Mid-State Districts are developing proposals for a Medical Records Program. The Wisconsin Medical Records Association has indicated that no additional training programs are needed in the state.

RECOMMENDATIONS: The Medical Records Certification Review should be offered annually prior to the national examination. Such a review attracts students statewide. Presently, someone should be assigned the responsibility for developing this review.

New medical coding information should be developed into an annual seminar at MPTI.

MORAINE PARK TECHNICAL INSTITUTE
INSTRUCTIONAL OPERATIONS
COMMUNITY SERVICES DIVISION

Course Evaluation
Field/Community Services Section
Program Evaluation Model

Evaluation of Community Services Courses

In an effort to test the broader use of the evaluation model it was expanded to include Community Services activities.

A special subcommittee of the Community Services Committee was established to accomplish this task. This subcommittee reviewed the rationale and activities involved in the evaluation of full-time programs and with the assistance of project staff developed a related procedure for the evaluation of Community Services courses according to the MPTI evaluation model. The background and rationale for these Community Services evaluation procedures, as well as the data gathering instruments to be used are contained on pages 54-57.

MPTI PROGRAM AND COURSE EVALUATION PLAN
(for discussion only)

Rationale:

Moraine Park Technical Institute provides educational opportunities for adults. The instruction provides opportunities for lifelong learning attuned to learner differences, and makes education available to adults in their own style, and a time and place that is convenient. Programs are planned, developed, and maintained to provide educational opportunities and services for young people and adults, thus enabling them to become occupationally competent, seek additional knowledge in their chosen field, extend their skills of family living, or broaden their scope of leisure or cultural knowledge.

Good teaching requires adequate planning, preparation, and evaluation. Evaluation is an essential function for delivering quality vocational, technical, and adult education.

The desire of Moraine Park Community Services personnel and the State Board of VTAE to provide quality teaching and part-time adult education served as the impetus for the plan. The central figure in the improvement of instruction is the teacher. Self-assessment with student input is the only assessment that is truly going to improve instruction. Thus, the plan is developed around teacher self-assessment and student evaluation of the course content and the instructional process.

Evaluation Procedure - Community Services:

At the time an instructor agrees to teach a course, he/she should receive a copy of the following:

1. Job Description - The job description should outline the duties and responsibilities of the instructor as well as his/her relationship to Moraine Park and its goals and objectives.

2. Self-evaluation Instrument - A self-assessment instrument will be completed by instructors at the completion of a course. This same form will be used by supervisors in evaluating instructors if need for an evaluation is indicated.

3. Course Design - The instructor will receive a copy of the course design if the course has been taught before and be responsible for updating and revising the course outline as appropriate or develop the course design according to MPTI format. This design will serve as a guide in teaching the course. Return to center supervisor with attendance form and pay card.

4. Student Evaluation Forms - To be distributed and collected from students and returned to the center supervisor as per schedule as follows or as a specified need indicates.

   1979-80 All students to be participating in student evaluation to establish a reference point.

   1980-81) All divisions undergoing discipline review.
   1981-82)

   1982-83 All students to participate in student evaluation to coincide with North Central accreditation activities.

JOB DESCRIPTION - CALL STAFF

As a "call staff instructor" you are responsible for conducting the instruction of the course or courses assigned if the minimum standards of certification and enrollment are met.

I. Institutional/Professional Skills

A. Familiarize yourself with Moraine Park's educational mission and goals.

B. Continue to keep up to date in content and instructional skills through in-services and professional growth activities.

C. Promote expanded and repeated offerings.

D. Complete and return information forms to center supervisor:

- ☐ Personnel Application Form
- ☐ Teacher Agreement
- ☐ Updated Instructional Design
- ☐ Attendance Form
- ☐ Pay Card

II. Instructional Skills

A. Plan your course with Objectives, Learning Activities, and appropriate Evaluation to meet student needs.

B. Update the Instructional Design during the teaching process and return to Moraine Park.

III. Utilization of Support

A. Become acquainted with the role of the center supervisor, subject coordinator, and/or division chairperscn in your subject area.

B. Become aware of resources of the District, such as library and AV materials.

IV. Certification

All teachers employed by the Board of Vocational, Technical and Adult Education must meet certification requirements. Certification is based on education and work experience in the area being taught.

COMMUNITY SERVICES INSTRUCTOR SELF-EVALUATION

Please rate yourself according to the following and determine areas in which you could improve:

	Need to Improve
INSTITUTIONAL/PROFESSIONAL SKILLS	
1. I have read Moraine Park's goals and philosophy.	1 2 3 4 5
2. I attended in-service session(s).	1 2 3 4 5
3. I increased my knowledge of teaching or subject area through course work, reading, attendance at workshop/ seminar or through association with professional groups during the past year.	1 2 3 4 5
4. I submitted completed forms (student evaluation, attendance records, pay card, teacher agreement) to my supervisor.	1 2 3 4 5
INSTRUCTIONAL SKILLS	
5. I have course objectives,	1 2 3 4 5
learning activities for meeting specific objectives,	1 2 3 4 5
appropriate testing/evaluation for the course I teach.	1 2 3 4 5
6. I attempted to use up-to-date content in my course.	1 2 3 4 5
7. Instructional techniques were varied to meet individual needs.	1 2 3 4 5
8. Objectives of the course were given to students during the first class session.	1 2 3 4 5
9. All students achieved the objectives established for the course.	1 2 3 4 5
10. I noted individual student progress and provided regular feedback to the student.	1 2 3 4 5
UTILIZATION OF SUPPORT	
11. I know the center supervisor, subject coordinator and/or division chairperson in my subject area and understand the role of these individuals in the MPTI organization.	1 2 3 4 5
12. The physical setting where I conducted my class was suitable.	1 2 3 4 5
13. Necessary equipment, supplies, etc., were available when I needed them.	1 2 3 4 5

SELF EVALUATION SUMMARY

14. List the area(s) that need improvement.

15. What is your plan to achieve improvement?

Have you discussed your plan with your supervisor?

Have you discussed any recommended change(s) to improve the design and support of your course with your supervisor?

MORAINE PARK TECHNICAL INSTITUTE

EVALUATION FORM

Dear Student:

In order to provide quality vocational/technical education to meet your needs, we have developed the following survey form. This form is your opportunity to tell us how we can better serve your needs through our Community Service offerings. Please take a few minutes to complete this form and return it to your instructor.

1. Course number: _____ Location: _____

2. Age:
   1. _____ under 20
   2. _____ 20-29
   3. _____ 30-39
   4. _____ 40-49
   5. _____ 50-59
   6. _____ 60-64
   7. _____ 65 and over

3. Which of the following is closest to your reason for taking this class? (Check only one answer)

   1. _____ It's required for my job
   2. _____ For financial gain or security
   3. _____ Job advancement
   4. _____ Learn skills for a new job
   5. _____ Self improvement, esteem
   6. _____ To better serve my family
   7. _____ For recreation, a social outlet
   8. _____ To obtain a degree, diploma
   9. _____ Other: _____

4. Did the class meet your needs? 1. _____ Yes 2. _____ No

5. How did you learn about this course? (Check only one answer)

   1. _____ Brochure sent to your home
   2. _____ Word of mouth (friends/relatives)
   3. _____ MPTI employee/instructor
   4. _____ Radio advertising
   5. _____ High school teacher/counselor
   6. _____ One page flyer
   7. _____ Newspaper display
   8. _____ Newspaper feature article
   9. _____ Other: _____

6. What radio station do you most often listen to? _____

7. What time of day do you usually listen to the radio? (Check only one answer)

   1. _____ 5-9 a.m.
   2. _____ 9-12 noon
   3. _____ noon-3 p.m.
   4. _____ 3-6 p.m.
   5. _____ 6-10 p.m.
   6. _____ after 10 p.m.

8. What newspaper do you regularly read? _____

9. How many miles did you drive to attend this class (one way)? _____

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Please respond to the following statements according to the following guide:	1 2 3 4 5 Agree → Disagree
10. The time and place for this course was convenient. (If not, give a better time or place: _____)	1 2 3 4 5
11. The topics covered in this class satisfied my needs.	1 2 3 4 5
12. Not enough material was covered in this course.	1 2 3 4 5
13. Too much material was covered in this course.	1 2 3 4 5
14. The room was adequate for this type of course.	1 2 3 4 5
15. The equipment used in this course was appropiate.	1 2 3 4 5
16. There were adequate supplies available for student use.	1 2 3 4 5
17. I would take another course from this instructor.	1 2 3 4 5
18. The teacher knew the subject matter.	1 2 3 4 5
19. I observed a lack of interest, low attendance, etc., among the students.	1 2 3 4 5
20. I felt I was treated as an adult student.	1 2 3 4 5
21. The terms and words used were understandable to me.	1 2 3 4 5
22. The instructor used a variety of methods of instructions, such as discussion, lecture, demonstration, field trips, etc.	1 2 3 4 5
23. I understood what was expected of me during this course.	1 2 3 4 5
24. The instructor was aware of student needs and provided special help when necessary.	1 2 3 4 5
25. Test questions and/or other indicators reflected the course content covered and provided enough feedback so I could judge my progress.	1 2 3 4 5

Please turn the paper and tell us:

a. Problems you have encountered at MPTI.
b. How we can improve this course.
c. Other classes you would like offered.
d. Any other comments.

THANK YOU!

AM:mw
5/15/79

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CONCLUSIONS--RECOMMENDATIONS

The original purpose for designing an evaluation plan for Moraine Park District was to satisfy evaluation requirements of current state and federal legislation for deciding whether programs should be maintained as is, modified, or discontinued. In the process of meeting this objective the plan was broadened to include all evaluation needs of the District. The model described in this report is the initial effort to accomplish this purpose. The plan was piloted on a limited basis during 1978-79 and tested for adequacy based on the criteria outlined. The criteria were devised not only to determine the adequacy of the design, but to serve as a means for judging the quality of the evaluation as it continues. These questions were helpful in identifying weaknesses in the plan and were the basis for formulating recommendations for improvement.

1. Adequacy of Evaluation Concept: (Covers all important aspects and can be completed under existing constraints.)

   Does the range of information to be provided include all the significant aspects of the program or product being evaluated?

   Relevance:
   Does the information to be provided adequately serve the evaluation needs of the intended audiences?

   Flexibility:
   Does the evaluation study allow for new information needs to be met as they arise?

   Feasibility:
   Can the evaluation be carried out as planned?

2. Adequacy of the collection and processing of information? (Usefulness and completeness.)

   Reliability:
   Is the information to be collected in a manner such that findings are replicable?

   Objectivity:
   Have attempts been made to control for bias in data collection and processing?

Representativeness:
Do the information collection and processing procedures insure that the results accurately portray the program or product?

3. Adequacy of the presentation and reporting of information.

Timeliness:
Is the information provided timely enough to be of use to the audiences for the evaluation?

Pervasiveness:
Is information to be provided to all who need it?

4. General

Ethical Considerations:
Does the intended evaluation study strictly follow accepted ethical standards?

Protocol:
Are appropriate protocol steps planned?

Many conclusions were reached as a result of using the evaluation model during the past year. Several models were studied and found to reflect differences in philosophy with none suited to all evaluation purposes and context. There is value in noting the utility of each and accepting that each may serve its own purpose. Perhaps no one model serves all purposes. It is far better to be familiar with a multiplicity of models and to base evaluation on the nature of the question, the purpose, and audience for which the evaluation is intended.

The key for creating acceptance for results lies in providing ways to make the audience share the same experience which contributed to making the conclusions. It is necessary that individuals affected by any findings be made aware of the basis for arriving at the conclusions. It must be stressed that communication with those affected by data results must be done frequently rather than as a final end result. It may be helpful to discuss decisions which are anticipated prior to beginning the evaluation.

As the model was subjected to initial review, it became evident that individuals varied as to how criteria would be weighted. Different values were expressed by administrators, instructors, etc. There was agreement, however,

that weighting of the criteria must be made. Every effort should be made to reach some consensus. It is noted that further study will be made in finding the proper weighting of the criteria.

Suggestions and examples for presenting information have been included in various forms in this report.

It is important that a report be prepared in terms of: Who needs to know? Which groups? Which key people? What information is to be provided? In what sequence? In what form? When? What problems are likely to occur in giving information to these particular people and groups? The report must meet the needs of the individuals who need the information. Brevity and specificity must be stressed. It must also be clarified whether the evaluator should both collect and report information, as well as develop conclusions and recommendations. Oftentimes conclusions and/or recommendations initiate decision making discussion.

The following list of recommendations will be used to refine the model during 1979-80. Other changes will be incorporated in terms of making the plan adequate to serve District needs.

1. An employer survey should be conducted yearly by the person responsible for program evaluation. A survey form should be mailed or personally distributed to all employers of MPTI graduates as indicated on the six-month graduate follow-up survey. The survey would collect data on employer satisfaction with the MPTI graduate they employ and how well the graduate was prepared for the world of work.
2. Licensing exams and/or achievement tests based on national norms should be located for each program area. These tests should be administered to students as they complete their program or shortly

after. Such tests would serve as an indicator of how well students were trained in comparison to other students from around the country. This information would be used to support the quality of program offerings.

3. A ranking of the 32 factors and four criteria contained in the program evaluation model should be undertaken by staff members closely involved in program operations or administration. The ranking is necessary to insure all factors involved in evaluation are involved according to their relative importance.
4. A handbook for advisory committees should be developed. This handbook could contain information on the role of advisory committee members, suggested activities they can undertake, and a standard format for recording minutes of their meetings.
5. Guidelines need to be developed for Phase II of the program evaluation procedure - the in-depth evaluation. In-depth evaluations should be conducted for all programs with low ratings on the screening process and narrative summaries. This evaluation should be guided by the Curriculum/Evaluation Committee and involve an instructor evaluation, a measurement of student abilities, advisory committee recommendations, articulating efforts, an FTE summary, a cost-benefit analysis, an analysis of the program budget, and a study of career oaths. Guidelines are needed for the collection and use of this data.
6. A procedure needs to be established whereby Student Services staff can monitor and report student attrition on a semester basis. Such a procedure may include assistance from Data Processing in storing and reporting data, as well as some revision of the refund policy to encourage students to report for an exit interview.

7. A goal of the Program Evaluation Model should be to provide data on a program basis for all three MPTI campuses. A program could be functioning very well on one campus, poorly at another, and not be indicated under the present evaluation procedures.
8. As a part of the graduate six-montn follow-up study, questions should be added to collect the data required for a cost-benefit analysis. Data on costs and benefits could be obtained through the addition of two or three questions. These questions shouldn't adversely affect the outcome of the survey or the number of survey forms returned.
9. In order to make comparisons between programs and with other campuses, an effort should be made to establish norms for the data that is collected. In this way, current data could be compared to the norm and trends can be developed. The establishment of norms presumes that the procedure for collecting and analyzing data will remain stable for several years.
10. The Program Evaluation Model should continue to be expanded to incorporate federal projects and other curriculum offerings not included in the current model. State and federal directives state that evaluation should include all of these types of activities.
11. The Program Evaluation Model for full-time programs and Community Services offerings should continue to be field-tested. This testing should include feedback on the quality and usefulness of the model by MPTI staff, as well as the computerization of as much data collecting and analysis activity as possible.
12. The Curriculum/Evaluation Committee should serve as the advisory committee for the functioning of the Program Evaluation Model.

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ATTACHMENT A

(FOR DISCUSSION)

Wisconsin Board of Vocational, Technical
and Adult Education
4802 Sheboygan Avenue, 7th Floor
Madison, Wisconsin 53702

Eugene Lehrmann, State Director

POLICY ANNOUNCEMENT 79-

Evaluation of Vocational, Technical
and Adult Education

DATE

To the District Directors
Wisconsin Vocational, Technical
and Adult Education

Dear Colleague:

The following policy will become effective on July 1, 1979, and supersedes Policy Announcement 77-15, relative to the same topic in accordance with s. 38.001, Wis. Stats.

Companion policies relate to program continuance, modification and discontinuance.

POLICY: Evaluation of Vocational, Technical and Adult Education (VTAE) is the responsibility of the State Board and VTAE Districts and shall be conducted by the State Board staff and VTAE Districts on a coordinated and continuous basis. [redacted].

Programs will be supervised and evaluated to assure quality education and discontinued when warranted according to this State Board policy. Needed programs and services will be developed and expanded, while less productive programs and services will be phased down and non-productive activities will be eliminated. Data and information will be maintained to assist in assuring quality and relevance of programs, courses, projects, services and activities to the training needs of individuals and the labor market.

This evaluation policy is necessary in order to provide the VTAE district, State Board, and federal government with compatible data to assist in planning on a statewide basis, improving advocacy and public accountability, developing state and federal legislation, supporting policy decisions, and appropriating and allocating local, state and federal resources.

RATIONALE: [redacted]. Evaluations must be integrated into the developmental and decision-making processes in order to develop and maintain quality vocational, technical and adult education to meet individual, employer, and societal needs as mandated by state and federal law.

PROCEDURAL GUIDELINES: [redacted] along with companion policies and attached Appendices, [redacted] The Bureau of Program Accountability is responsible for the management and implementation of this policy as follows:

1. Each district shall develop and submit a "District Plan for Evaluation" to the State Board Bureau of Program Accountability by June 30, 1980. This plan shall be reconfirmed or updated by June 30 annually. The plan should include objectives for district evaluations; staff or committee responsibilities; procedures for conducting Phase I (Monitoring and Screening), Phase II (On-Site Reviews), and Phase III (Impact Appraisal) of the three-phase evaluation system. Appropriate data elements, criterion questions, standards and measures of effectiveness should be included. The plan shall include procedures for program continuance, modification, and discontinuance in accordance with P.A. _____, _____ and _____.

2. The [redacted] in consultation with the Bureau of Program Development and other bureaus shall develop plans and procedures for implementing the three-phase evaluation system.

3. Reports of other accrediting and evaluation teams may be accepted in lieu of, or supplement district or state evaluations.

4. Subsequent to the conduct of any one of the three phases of evaluation, a district director may implement procedures to continue a program with minor changes, modify a program or discontinue a program in accordance with Policy Announcements _____, _____ or _____ respectively.

MEASUREMENT:

1) [redacted]

2) Reports of Phases I, II and III will be on file at the District and State Board offices.

It is the intent of this policy to meet the evaluation requirements of current state and federal legislation.

Hopefully, it will result in students being satisfied with their vocational education programs; former students being satisfied with their abilities to function as a competent worker, consumer, family member and citizen in American society; and employers being satisfied with VTAE-trained employees.

Sincerely,

Eugene Lehrmann
State Director

EL/RJK/kss

Attachments

APPENDIX A

PHASES OF VTAE EVALUATION

I. Phase I (Monitoring and Screening)

A. Phase I of the VTAE evaluation system involves local collection and analysis of data for monitoring and screening annually to ascertain viability, effectiveness, and degree of accomplishment of objectives. [redacted] This screening will [redacted] basis for making decisions to continue, modify, or proceed with Phase II (On-Site Review).

B. Screening will be in terms of ability to: (1) attract students; (2) retain students; (3) place students in jobs related to training where applicable; and (4) program costs. Information from these reports will be used as inputs into Phase II (On-Site Reviews) and Phase III (Impact Appraisal).

C. Field/Community Services Division courses, activities and services will be monitored and screened by the districts and decisions made as to their future. State staff will analyze reports and lend consultative services to the district as appropriate.

D. Additional services to special populations will be monitored and screened by the districts and decisions made as to their future. State staff will analyze reports and consult with the district as appropriate.

E. Other federally funded projects, activities, and services will be monitored and screened by the district and decisions made as to their future. State staff will analyze reports and consult with the district.

II. Phase II (On-Site Reviews)

A. Phase II of the VTAE evaluation system focuses on further collection and analysis of data by an in-depth team review of troublesome or least viable offerings which are identified in Phase I (Monitoring and Screening) [redacted] This review may be initiated at the VTAE district or state level.

B. Programs new to a district, excluding programs of less than one year, will be evaluated within one year following the graduation of the first class.

C. Field/Community Services activities will be reviewed as determined by analysis of operations and reports.

D. Additional services to special populations will be reviewed as determined by analysis of operations and reports.

E. Other federally funded activities will be reviewed as determined by analysis of operations and reports.

F. These evaluations are to be used to assist local districts in providing the most effective educational services. These reviews will serve as a basis for making decisions to continue, modify or discontinue offerings. Reports of other accrediting and evaluation teams may be accepted in lieu of district or state board evaluations.

Data and information from these reports will be used as input into Phase III (Impact Appraisal) of the evaluation system.

III. Phase III (Impact appraisal)

A. The State Board shall, during the five-year period of the state plan, evaluate in quantitative terms the effectiveness of each formally organized program or project supported by federal, state and local funds. (Reg. 104.402 of P.L. 94-482.) Additional product and process data will be collected, analyzed and compiled in accordance with federal law and regulations. State Staff will coordinate the design and conduct of these studies.

B. Phase III of the VTAE evaluation system involves synthesis of data and information previously submitted in reports of Phases I and II.

C. All programs, projects, activities and services will be reviewed and state reports compiled as they relate to postsecondary programs, field/community services, additional services to special populations, and other federally funded activities.

D. Cooperative interaction between district, state and federal personnel will be maintained.

RJK/kss

APPENDIX B

SUGGESTED EVALUATION CRITERIA

I. INTRODUCTION

Districts developing a screening process and evaluation process within their districts for programs will find reviewing the following criteria of value. This is also the type of criteria which might, wherever appropriate, be used to back up any requests for program discontinuance.

II. PROGRAM OBJECTIVES

The specific jobs for which the program is designed to prepare people should be spelled out by DOT job title. Consideration should be given to the future employment potential in those job categories through study of current labor market trends on a local, state and national basis. State staff consultants may be utilized in obtaining state and national data. Consideration should be given to other opportunities for similar training such as other VTAE districts, the Region 5 states, private industry within the district and apprenticeships within the district or other related programs within the district. Objectives should be measurable wherever possible.

III. ENROLLMENT/STUDENTS

Enrollment data should be analyzed for the past five years in terms of the ability of the program/project/course to attract and retain students. These data should include new student recruitment data by year, total enrollment data by year, graduate data by year and non-graduate completer data by year. Consideration of each type of data should be given to the minimum number necessary for an efficient program and the maximum number possible with existing staff and facilities. An analysis of actual enrollment data within those perimeters should be made. Consideration should be given as to whether there is a special need by special groups such as industry, secondary school youth, postsecondary school youth, employed youth, women, handicapped, disadvantaged or other specialized categories served by the program.

IV. PLACEMENT/FOLLOW-UP

An analysis should be made of placement data over the past five years for graduate and non-graduate completers. An analysis can be made of the number available for placement each year, the number actually working, the number working on jobs related to their educational program as defined by the DOT, numbers for which the program was designed to prepare persons and the number working within the district.

V. CURRICULUM

Course outlines and courses of study should be considered whether they are current in terms of meeting local and state employment needs, and societal demands and technological changes. When were they last reviewed and revised? Consideration should also be given to the involvement of the occupational advisory committee in updating the relevancy of the curriculum. Advisory committee input should include student, graduate, employer and employee input. Are changes, if any, planned for the program curriculum in the immediate future? Are other programs affected by any changes or the discontinuance of the program under consideration?

VI. FACILITIES AND EQUIPMENT/LEARNING ENVIRONMENTS

The accessibility of the program to the population to be served and to the potential job market should be analyzed. The program facilities adequacy in terms of size and design should also be studied. The relevancy of the methods of instruction, facilities and equipment to the job setting should be reviewed. Consideration can be given to the effect of discontinuing the program on future use of facilities and equipment.

VII. STAFF

The adequacies of the number of instructional and support staff to carry out the necessary functions of the program should receive consideration. The ratio of full-time and part-time staff and numbers of each should be analyzed in terms of the competencies needed and the effectiveness of the instruction in the program. The professional growth of the staff can be explored by examining whether or not occupational and professional competencies have been properly updated through attendance at seminars, in-service workshops or other related professional development activities such as summer employment. Student, graduate, employer and occupational advisory committee reactions to instructional competency may be analyzed in relationship to supervisory judgments. The need for retraining staff should be considered when discontinuing a program.

VIII. RELATED RESOURCES

Library, media, student services, research, computer, and other services related to the program may be analyzed in terms of special strengths and weaknesses as they apply to the program under consideration.

IX. FINANCE

Program costs (specialized program facilities, supplies, equipment and staffing) may be analyzed in terms of enrollments served and output results; number of graduates placed on jobs related to the program objectives. If program discontinuance is projected, anticipated cost savings should be projected.

X. INSTRUCTIONAL PROCESSES

The methods of instruction and the use of audio-visual materials and the alternative learning experiences should be available and appropriate for the students involved.

XI. ORGANIZATION/ADMINISTRATION

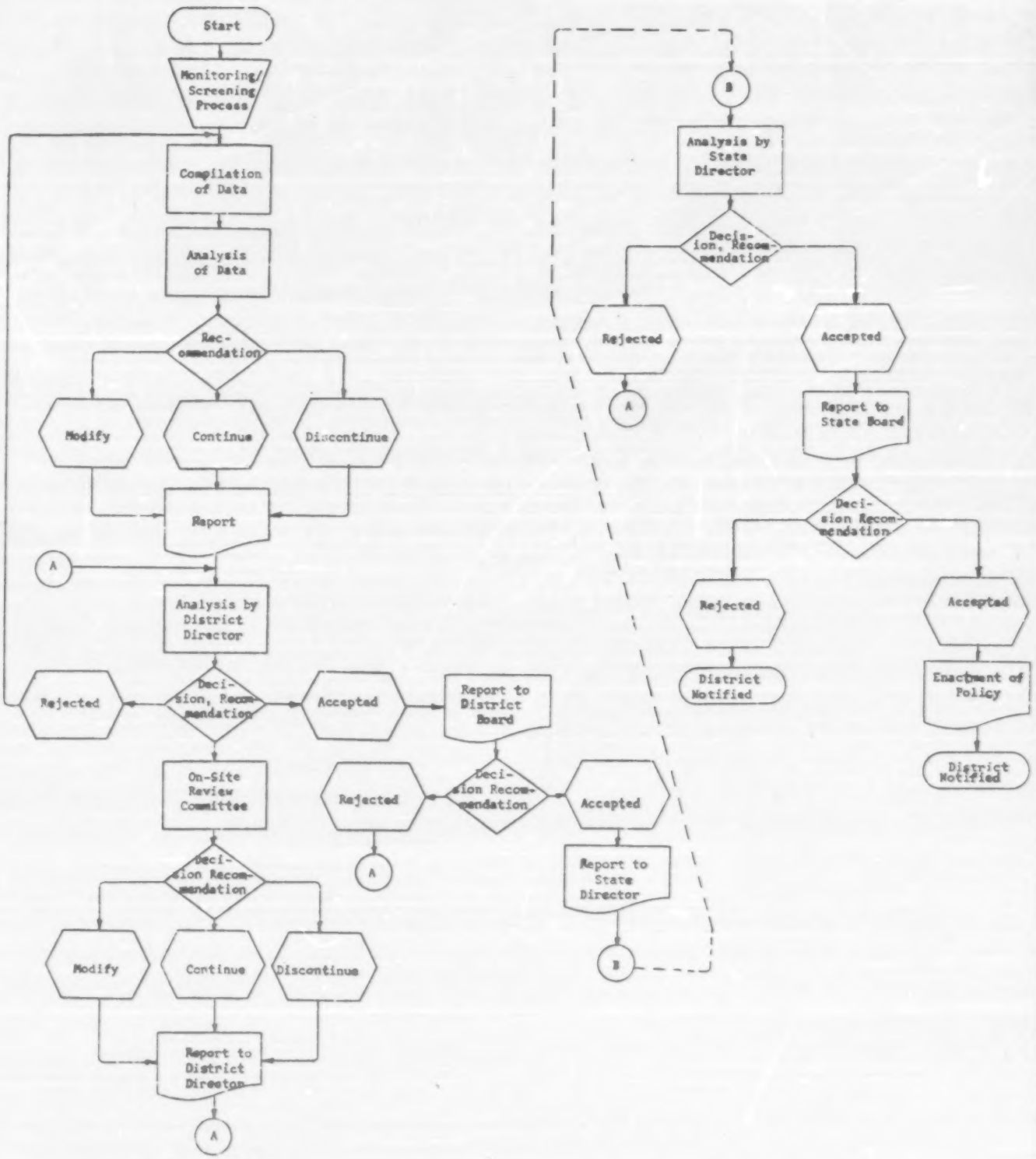
In the case of troublesome and nonproductive programs, activities and services, reviews should be made of the organizational design and administrative processes. The use of advisory committees should be evident in all aspects of program planning, development, operations and evaluation.

XII. CONCLUSIONS, SUGGESTIONS, RECOMMENDATIONS

RJK/kss

APPENDIX C

FLOW CHART VTAE PROGRAM EVALUATION DISTRICT TO STATE BOARD PROCEDURES



APPENDIX D

RESPONSIBILITIES IN IMPLEMENTING THE EVALUATION MODEL

I. Phase I (Monitoring and Screening)

District Shall:	Results, Reports Documentation	Frequency
A. Postsecondary Programs		
1. Monitor all programs and related activities and services.	Program reports in district files.	Continuous
2. Screen all programs - vocational diploma and associate degree.	Prepare report for district use.	Annually by March 15.
3. Recommendations for program's future.	Report to District Board, WBVTAE.	Annually by March 15.
B. Field/Community Services		
1. Monitor all courses and related activities and services.		Annually.
2. Screen all courses and related activities and services.	Prepare summary report for district's use.	District discretion.
3. Make recommendations for courses, related activities and services for future.	Report to District Board and WBVTAE.	Once each five years or sooner if completed.

State Board Staff Shall:	Results, Reports Documentation
A. Postsecondary Programs	
1. Analyze State Board priorities.	Report as appropriate.
2. Review district process.	Maintain district program file.
3. Provide consultation to district.	District report and WBVTAE consultant's report.
B. Field/Community Services	
1. Analyze State Board computer printouts.	Report optional as needed.
2. Review District process.	Report optional as needed.
3. Provide consultation.	Consultant's reports.

District Shall:	Results, Reports Documentation	Frequency	State Board Staff Shall:	Results, Reports Documentation
C. Additional Services to Special Populations			C. Additional Services to Special Populations	
1. Monitor all programs, courses and related activities and services.	Reports in district file.	Continuous/ District discretion.	1. Review State Board Printouts.	Report optional as needed.
2. Screen all programs, courses and related activities and services.	Reports in district file.	Annually by March 15.	2. Review district process.	Report optional as needed.
3. Recommendations for programs, courses, related activities and services for future.	Report to District Board, WBVTAE.	Annually by March 15.	3. Provide consultation to district.	Consultant prepare statewide report as appropriate.
D. Other Federally Funded Programs, Projects, Activities and Services			D. Other Federally Funded Programs, Projects, Activities and Services	
1. Monitor all other federally funded programs, projects, activities and services.	District discretion.	District discretion.	1. Review reports. Review project applications.	Prepare progress report for each project. Place in project file.
2. Screen all other federally funded programs, projects, activities & services.	Report at district's discretion.	District discretion.	2. Analyze district's reports, provide consultation.	Prepare report as needed.
3. Recommendations for future of all other federally funded programs, projects, activities & services.	Report to District Board and WBVTAE	Annually by August 30 for previous year.	3. Analyze district reports, provide consultation.	Compile statewide report and submit to USOE as required.

II. Phase II (On-Site Reviews)

District Shall:	Results, Reports Documentation	Frequency	State Board Staff Shall:	Results, Reports Documentation
A. Postsecondary Programs			A. Postsecondary Programs	
1. Review programs identified as problematic.	Prepare summary of screening and review of programs report.	Annually by March 15.	1. Program consultant participate in review of problematic programs as appropriate.	Team report of findings, suggestions and recommendations for district and state use.
2. Provide program data and materials.	Prepare materials as requested.	As needed.	2. Conduct reviews of new or unique programs or problematic programs/ disciplines.	Report of findings, recommendations for district and state use.
3. Recommendations for program's future.	Report to District Board, WBVTAE.	As needed.	3. Review decisions, provide consultation to district.	District report and WBVTAE consultant's report.
B. Field/Community Services			B. Field/Community Services	
1. Review courses, activities and services identified as problematic.	Prepare summary of review of reports.	Annually by March 15.	1. Program consultant participate in review of problematic courses and services.	Team report of recommendations for district and state use.
2. Recommendations for courses, services' future.	Report to District Board, WBVTAE.	Annually by March 15.	2. Review decisions, provide consultation to district.	Compile state report as appropriate.
C. Additional Services to Special Populations			C. Additional Services to Special Populations	
1. Review programs, courses, activities and services identified as problematic.	Prepare summary report of screening and review of program course, services.	Annually by March 15.	1. Program consultant participate in review of problematic programs and services.	Team report for district. Prepare state report for USOE as required.

District Shall;			State Board Staff Shall		
	Results, Reports Documentation	Frequency		Results, Reports Documentation	
2. Make decisions for programs, courses, services' future.	Report to District Board, WBVTAE.	Annually by March 15.	2. Provide consultation to district.	Compile state report for USOE as required.	
D. Other Federally Funded Programs, Projects, Activities and Services			D. Other Federally Funded Programs, Projects, Activities and Services		
1. Review programs, projects, activities and services identified as problematic.	Prepare summary of screening and review of activities report.	District discretion.	1. Consultants review progress of all projects at least once per year.	Progress report filed with project.	
2. Recommendation for program, project's future.	Report to District Board, WBVTAE.	Annually by August 30.	2. Provide consultation to district.	File report with State Board as appropriate.	
			3. Evaluate all federally funded activities conducted by non-VTAE agencies.	Prepare state report for USOE as required.	
III. Phase III (Impact Appraisal)					
A. Postsecondary Programs			A. Postsecondary Programs		
1. Document impact, outcomes, evidence of quality resulting from actions taken on recommendations.	Prepare reports for district/ State Board.	Continuous.	1. Synthesize reports.	Prepare state report for USOE as appropriate.	
2. Conduct student follow-up studies.	Prepare reports for district/ State Board.	Annually/five year.	2. Coordinate design and conduct of surveys.	Prepare state report for USOE.	

16/-17-

District Shall:			State Board Staff Shall:	
	Results, Reports Documentation	Frequency		Results, Reports Documentation
3. Conduct employer satisfaction studies.	Prepare reports for district/State Board	Annually/ five year	3. Coordinate design and conduct of surveys.	Prepare state report for USOE.
			4. Prepare annual and five-year accountability reports.	Report for USOE.
			5. Cooperate with USOE Evaluation Team. Assemble policies procedures, reports of screenings, reviews according to MERQ guidelines.	Report of accountability. Impact, improvements accomplished; recommendations for future improvements as appropriate.
B. Field/Community Services			B. Field/Community Services	
1. Document impact, outcomes from actions taken on recommendations as appropriate.	Prepare reports as requested.	Annually, by March 15.	1. Synthesize reports.	Prepare state report for USOE as required.
2. Conduct student, staff, and employer surveys as requested.	Prepare reports. Submit as requested.	Annually by March 15.	2. Coordinate design and conduct surveys.	Prepare state report for USOE as required.
			3. Prepare annual/five-year accountability report.	Prepare state impact reports for USOE as required.
			4. Cooperate with USOE Evaluation Team. Assemble policies, procedures, district and state screening and review reports according to MERQ guidelines.	Report by USOE, strengths, weaknesses, recommendations for future improvements as appropriate.

District Shall:			State Board Staff Shall:	
	Results, Reports Documentation	Frequency		Results, Reports Documentation
C. Additional Services to Special Populations			C. Additional Services to Special Populations	
1. Document impact, outcomes from actions taken on recommendations.	Prepare reports as requested.	Annually by March 15.	1. Synthesize Reports.	Prepare state report for USOE as required.
2. Conduct student, staff, employer, surveys as required.	Prepare reports as required.	Annually by March 15.	2. Coordinate design and conduct of surveys.	Prepare state report for USOE as required.
			3. Prepare annual/five-year accountability reports.	Prepare state impact report for USOE as required.
			4. Cooperate with USOE Evaluation Team. Assemble policies, procedures, reports according to MERQ guidelines.	Report of USOE strengths, weaknesses, recommendations for future improvements.
D. Other Federally Funded Programs, Projects, Activities and Services			D. Other Federally Funded Programs, Projects, Activities and Services	
1. Document impact, outcomes from actions taken on recommendations.	Prepare report as requested.	Annually by August 30.	1. Synthesize reports as to results, benefits, outcomes, evidences of quality education.	Prepare report for USOE as required.
2. Conduct student, staff, employer surveys as requested.	Prepare reports as requested.	Annually by August 30.	2. Coordinate design and conduct of studies.	Prepare state report for USOE as required.
			3. Prepare annual/five-year accountability reports.	Prepare state impact report for USOE.
			4. Cooperate with USOE Evaluation Team. Assemble policies, procedures, district and state reports according to MERQ guidelines.	Report of USOE Team, strengths, weaknesses, recommendations for future improvements.

RESOURCES REQUIRED

District

A. Staff

1. Identification of district staff member to direct and coordinate evaluation efforts.

B. Budget

1. Expenses of district/VTAE, non-VTAE and/or out-of-state participants in on-site reviews.

State Board Staff

A. Staff

1. Employment of staff member to provide leadership for evaluation efforts.

   Consultants to assist in evaluation, analysis and compiling reports.

B. Budget

1. Expenses of WBVTAE, non VTAE and/or out-of-state participants in evaluations by exception, requested and initiated by state staff.

EVALUATION SUBSYSTEMS OPERATIONAL

District Shall:			State Board Staff Shall:		
	Results, Reports Documentation	Frequency			Results, Reports Documentation
A. Student/Employer Follow-Up Studies			A. Student/Employer Follow-Up Studies		
1. One year follow-up--a present statewide study needs to develop on a statewide basis.	Follow-up report.	Annually by February 1.	1.	Coordinate design and conduct of study. Analyze reports.	Prepare statewide report.
2. Five-year follow-up.		Quinquennially	2.	Coordinate design and conduct of studies. Analyze reports.	Prepare statewide report.
3. Employer satisfaction/validation studies.		As needed.	3.	Coordinate design and conduct of studies.	Prepare summary report.
B. Personnel Certification			B. Personnel Certification		
1. Full-time instructional staff.	Submit staff records.	As employed.	1.	Coordinate development of certification standards. Analyze records.	Report discrepancies to district.
2. Part-time instructional staff.	Maintain file.	Continuous.	2.	Monitor district records.	Report discrepancies to district.
3. Specialized/Supportive staff.	Submit staff records.	As employed.	3.	Coordinate development of certification standards.	Report discrepancies to district.
4. Administrative Staff	Submit staff records.	As employed.	4.	Coordinate development of certification standards.	Report discrepancies to district.
C. Facilities Utilization			F. CETA Evaluations		
D. Affirmative Action			G. DVR Quarterly Reports		
E. Adult Basic Education			H. Veterans Administration Reports Occupational Graduate Employment Report		

APPENDIX IV

PART-TIME AND COMMUNITY SERVICES PROGRSM STATISTICS

12-15 SAMPLE COURSES

Aid Code-Course #	Course Title	Where Offered	Initial Enrollment	Course Approved

Total enrollments in continuing education _____

Number of centers utilized _____

Number of supervisors or coordinators _____

Number of instructors _____

STATE EVALUATION

§ 101.401 Purpose.

The State evaluations are to be used to assist local educational agencies and their recipients of funds in operating the possible programs of vocational education and to improve the State's programs of vocational education. (Sec. 112(b) (i): 20 U.S.C. 2312.)

§ 101.402 Evaluation by State board.

The State board shall, during the five-year period of the State plan, evaluate in quantitative terms the effectiveness of each formally organized program or project supported by Federal, State, and local funds. These evaluations shall be in terms of: (a) Planning and operational processes such as:

(1) Quality and availability of instructional offerings;
(2) Guidance, counseling, and placement and follow-up services;
(3) Capacity and condition of facilities and equipment;
(4) Employer participation in cooperative programs of vocational education;
(5) Teacher/pupil ratios; and
(6) Teacher qualifications.
(b) Results of student achievement as measured, for example, by:
(1) Standard occupational proficiency measures;
(2) Criterion referenced tests; and
(3) Other examinations of students' skills, knowledge, attitudes, and readiness for entering employment successfully.
(c) Results of student employment progress as measured, for example, by:
(1) Rates of employment and unemployment;
(2) Wage rates;
(3) Duration of employment; and
(4) Employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education.
(e) The results of additional services, as measured by the suggested criteria under paragraphs (a), (b), and (c) of this section, that the State provides under the Act to these special populations:
(1) Women;
(2) Members of minority groups;
(3) Handicapped persons;
(4) Disadvantaged persons; and
(5) Persons of limited English-speaking ability.

(Implements Sec. 112(b) (1): 20 U.S.C. 2312.)

§ 104.403 Use of results of evaluation.

(a) The results of the evaluation shall be used as a basis to revise and improve the programs conducted under the approved five-year State plan.

(b) The State board shall make the results of the evaluations readily available to the State advisory council on vocational education. (Sec. 112(b) (1) (A): 20 U.S.C. 2312.)

§ 101.404 Special data on completers and leavers.

(a) The State shall evaluate, using wherever possible statistically valid sampling techniques, the effectiveness of each program of vocational education which purports to teach entry-level job skills.

(b) The State shall evaluate each of these programs in order to ascertain the extent to which both those students who complete a program and those who leave before completing a program:
(1) find employment in occupations related to their training; and
(2) Are considered by their employers to be well-trained and prepared for employment.

(Sec. 112(b) (1) (B): 20 U.S.C. 2312.)

(c) The State shall use the following definitions for "program completer" and "program leaver":
(1) "Program completer" means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills; and
(2) "Program leaver" means a student who has been enrolled in and has attended a program of vocational education (which is part of a planned sequence of courses, services or activities designed to meet an occupational objective and which purports to teach entry-level job skills) and has left the program without completing it, except that no student shall be counted as a program leaver who is still enrolled in another program of vocational education. The term "program leaver" includes:
(i) Persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field, and who have taken a job related to their field of training; and
(ii) All other leavers.

(d) For the purpose of this section, a State shall report separately on program completers and program leavers in accordance with the survey instructions and sampling standards to be provided by the National Center for Educational Statistics, HEW, as follows:
(1) Those who secure employment in the occupation for which they were trained or in occupations related to their vocational training, including the military;
(2) Those in paragraph (d) (1) of this section considered by their employers to be well trained and prepared for employment;

(Secs. 112(b) (1)(B), 161(a) (3) (B): 20 U.S.C. 2312. 2331.)

(3) Those who are enrolled for additional education and training; and
(4) Those in none of the above categories.

(Implements Secs. 112(b) (1) (B), 161(a) (3) (B): 20 U.S.C. 2312, 2391.)

(e) Persons who are enrolled for additional education and training shall not be counted as "leavers" in the evaluation data.

(Sec. 112(b) (1) (B), 161(a) (3) (B): 20 U.S.C. 2312; 2391.)

(f) The evaluation data on completers and leavers shall be collected at a date to be specified by the National Center for Educational Statistics, HEW.

(Implements Secs. 112(b) (1) (B), 161(a) (3) (B): 20 U.S.C. 2312, 2391.)

§ 101.405 Assurance of compatible data.

In order to assure that the data on program completers and leavers are compatible and can be aggregated and reported for all of the States, each State shall utilize in its data collection and reporting the information elements and uniform definitions which are developed for the national vocational education data reporting and accounting system, as required by section 161 of the Act.

(Sec. 161(a) (3) (B): 20 U.S.C. 2391.)

APPENDIX E

SUGGESTED FRAMEWORK FOR PHASE I: MONITORING AND SCREENING*

(*) = Required. All other elements are optional. H = High/Superior M = Medium/Satisfactory L = Low/Needs Improvement

PROGRAMS/ COURSES/ PROJECTS/ ACTIVITIES/ SERVICES	CONTEXT			INPUT					PROCESS				PRODUCT							
	Student Demand & Interest H, M, L	Labor Market Demands H, M, L		Program Entry Enrollment (*)	Total Program FT Enrollment (*)	Total Program PT Enrollment (*)	% Enrollment per District Std		Staff Qualifications (*)	Student-Teacher Ratio	Accessibility of Program	Program Costs H, M, L	No. of Program Completers (*)	Leavers (less than 50% completed) (*)	Leavers (over 50% completed) (*)	Percent of Attrition	% Available for Employment (*)	% Students Placed on Job (*)	% Students Employed Relative to Training (*)	Average monthly salary(employed FT related to trng.) (*)

APPENDIX F

ELEMENTS OF ON-SITE REVIEWS AND IMPACT APPRAISAL

I. Planning and operational processes, such as:

A. Use of advisory committees
B. Quality and availability of instructional offerings
C. Guidance, counseling, and placement and follow-up services
D. Capacity and condition of facilities and equipment
E. Employer participation in cooperative programs of vocational education
F. Teacher/pupil ratios, and
G. Teacher qualifications

II. Results of student achievements as measured by:

A. Standard occupational proficiency measures
B. Criterion referenced tests, and
C. Other examinations of students' skills, knowledge, attitudes, and readiness for entering employment successfully

III. Results of student employment success as measured, for example, by:

A. Rates of employment and unemployment
B. Wage rates
C. Duration of employment, and
D. Employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education

IV. Results of additional services as measured by criteria under I, II, III, to following special populations:

A. Women
B. Members of minority groups
C. Handicapped persons
D. Disadvantaged persons, and
E. Persons of limited English-speaking ability

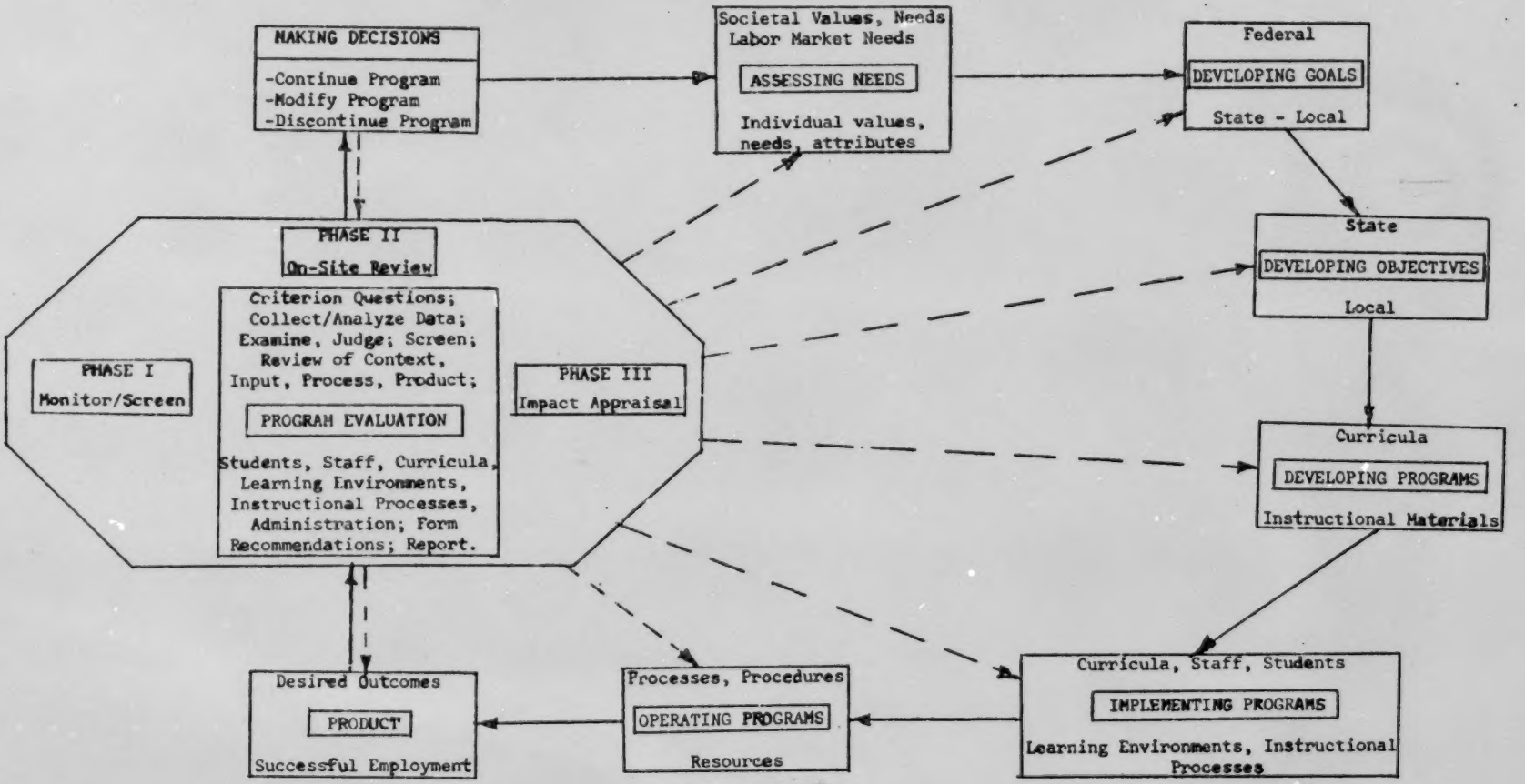
V. Other federally funded programs, projects, activities and services as measured by Criteria under I, II, III above.

VI. Conclusions, suggestions and recommendations.

RJK/kss

APPENDIX G

CONTEXT OF WISCONSIN VTAE EVALUATION



APPENDIX H

GLOSSARY OF TERMS

1. COURSE: A series of units of instruction and learning experiences in some subject area which may emphasize knowledge, skills, or attitudes on a regular or systematic basis relevant to preparing or upgrading the learner for competent service in a non-professional or semi-professional occupational area.

2. CRITERION: A basis for discrimination; a basis on which a decision or judgment may be based.

3. DATA: Magnitudes, figures or relationships in mathematics; a fact or principle assumed for specific purposes; something upon which an inference or argument is based.

4. ELEMENT: One of the constituent parts, principles, materials, or traits of anything; one of the factors or conditions playing a part in or determining the outcome of some process or activity.

5. EVALUATION: To examine and judge concerning the worth, quality, significance, amount, degree, or condition of something; a task to verify the degree or extent of attainment of previously established goals and objectives.

6. EVALUATION STRATEGY: The art of devising or employing plans or strategies toward a goal in evaluation.

7. MONITORING: To watch, observe, or check for a special purpose, quality or significance.

8. PHASE: A stage or interval in a development or cycle; an activity or operation on the basis of time, place, or accomplishment; an aspect or part being subjected to consideration.

9. PROGRAM REVIEW: A looking over, examination, or study to ascertain the state of quality of program with a view to amendment (improvement or termination).

10. SCREENING: To separate as if with a screen; to eliminate as if by a screening process; to examine methodically in order to make separation into different groups; to select by a screening process.

11. STANDARD: An accepted level or degree of quantity or quality.

12. VOCATIONAL EDUCATION PROGRAM: A series of related courses designed to accomplish a predetermined objective or set of allied objectives which supply the student with knowledges, skills, attitudes and competencies needed to achieve occupational goals. Successful completion usually leads to a marketable job skill.

(OVER)

13. REVIEW: To re-examine critically in order to discover excellences or defects with a view to amendment or improvement.

14. APPRAISAL: An act of estimating or evaluating (as quality, status or character) by a person or group.

15. IMPACT: A measurable change resulting from the introduction of a product or process into an educational setting.

RJK/kss

ATTACHMENT B

Sent to Board 3/19/79 Stoll -37-

Wisconsin Board of Vocational, Technical
and Adult Education
4802 Sheboygan Avenue, 7th Floor
Madison, Wisconsin 53702

Eugene Lehrmann, Director

MAR 16 1979

Title: Program Modification in Post-Secondary Programs
(Associate Degree/Vocational Diploma)

POLICY ANNOUNCEMENT 79-11
Program Development 02

EGL
State Director's Initials

3/9/79
Date

Supersedes Policy Announcement 75-10

Effective Date: July 1, 1979

Policy Statement:

All program modifications must be reported to the state office. Major program modifications of approved post-secondary programs which will substantially alter a program from the one initially approved by the Wisconsin Board of Vocational, Technical and Adult Education must be approved by the state director prior to implementation. Major program modifications include changes in:

1. Program Title
2. Program Type
3. Program Length (Deviation of 4 or more credits in associate degree and 2-year vocational programs, 2 credits in 1-year vocational programs, and 1 credit in short-term vocational programs.) Minimums in programs must be maintained as per Policy Announcement 77-22.
4. Program Goal and/or Objectives
5. Program Description and/or DOT Title

Rationale:

The Wisconsin Board of Vocational, Technical and Adult Education in meeting its responsibility to maintain proper program data must obtain current and adequate program information from the districts. Such information is essential for the WBVTAE to determine appropriate geographical location of programs in terms of manpower, labor market, students' needs, and placement.

Procedure:

The District Director is responsible for requesting approval from the WBVTAE for all changes as identified in the policy statement. Such request shall be submitted on Form VE-AS-3 and shall:

Program Modification in Post-Secondary Programs
(Associate Degree /Vocational Diploma)
Supersedes Policy Announcement 75-10

Effective Date: July 1, 1979

---

a. Show the present program profile with specific changes being requested.

b. Indicate proposed date of change.

c. Include advisory committee actions (where appropriate).

d. Include other pertinent data.

e. Describe the transition of students from present to proposed program.

Measurements of Compliance:

1. By September 1 each year the approved curriculum of all programs required for graduation will be submitted to the State Director.

2. For internal WBVTAE procedures, see procedure entitled "Program Modifications."

3. State staff will review such annual report to determine compliance with policy.

4. Noncompliance can result in follow-up by state staff to generate program modification approval or, if necessary, initiate full program evaluation.

dlv

VE-AS-3

REQUEST FOR PROGRAM MODIFICATION
As Per Policy Announcement 79-11
Program Development 02

1. Present Program Profile — Proposed Program Profile

   1. Title
   2. Type
   3. Length
   4. Objectives
   5. Description and/or DOT Title

2. Statement of Specific Change(s) being requested.

3. Planned date of change _____

4. Description of the Transition from Present to Proposed Program.

5. Substantiating material in support of change (e.g. advisory committee actions, occupational trends, consultant recommendations, legislative mandates and the like.)

_____ _____
District Director Date

ATTACHMENT C

MAR 23 1979

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue 7th Floor
MADISON, WISCONSIN 53702

MEMORANDUM

TO: Dr. Robert P. Sorensen, District Director
Moraine Park VTAE District

FROM: Eugene Lehrmann, State Director

SUBJECT: Compliance with Policy Announcement 77-15, Program Evaluation/Discontinuance

DATE: March 19, 1979

A review of our records indicates that 14 of the 16 districts have filed program evaluation/discontinuance plans as required in Policy Announcement 77-15. Some of the plans received are very sketchy, while several districts have developed a very commendable plan. Three districts have submitted implementation and evaluation reports on an annual or periodic basis. The degree of compliance with this policy has ranged from non-compliance, through developing minimum plans with minimum implementation, to very effective implementation.

Your district plan, dated May 24, 1977, is on file. No evidence of implementing the policy has been submitted. We are cognizant of evaluation efforts in numerous districts, but no evidence is on file.

The discontinuance policy was established in compliance with federal mandates and state audit requirements. The design was uniquely adapted to acknowledge district autonomy, administrative prerogatives and self-discipline. While 14 of the districts have submitted discontinuance policies, the policies have not been implemented to any significant degree.

At the same time, we are keenly aware that some programs continue to operate at low levels at great public expense. The system is now under intense scrutiny at all levels and cannot endure the just criticism which will be heaped upon us for laxity in stewardship.

It appears that a modified approach will be necessary as I report to the State Board in March. I have requested staff to provide a listing of programs with enrollment of less than 10 in the first year and fewer than eight in the second year. This listing will be provided to each district by April 10 with the request that rationale be provided for continuation of the program. Such rationale should be provided by May 1, 1979.

Please update our records on your status in meeting Policy Announcement 77-15 requirements by submitting the enclosed "Pre-Audit Report" on or before April 15, 1979. Also submit your latest evaluation plan if modifications have been made.

M E M O R A N D U M
Page 2

The proposed concept of a comprehensive model for Evaluation being developed by a Task Force, will become available to all districts in approximately two months, following the State Board meeting in May. Program discontinuance and your efforts in that direction are incorporated in that model. Your present efforts will not be replaced, but rather be coordinated with the total Evaluation effort. It is projected that the Comprehensive Evaluation model policy will be issued, to become effective July 1, 1980.

EL/kss

Enclosure

DUE: April 15, 1979
Return to: Eugene Lehrmann,
State Director

Wisconsin Board of Vocational, Technical
and Adult Education
4802 Sheboygan Avenue - 7th Floor
Madison, Wisconsin 53702

Eugene Lehrmann, State Director

Status Report on Program Evaluation/Discontinuance

Policy Announcement 77-15

A Pre-Audit Report

Updated Plan is on file in State Office? ____Yes ____No
District Plan has been implemented? ____Yes ____No

Major components of district plan:

Frequency of evaluating programs _____

No. of programs screened annually _____

No. of programs evaluated annually _____

Basic criteria used in evaluating programs:

_____

_____

_____

_____

Reporting:

Reports are on file in District office? ____Yes ____No

Reports are on file in State office? ____Yes ____No

Results: (Modifications, Discontinuance)

List major changes by programs which were modified or discontinued.

_____

_____

_____

_____

_____

_____

_____

District Evaluation Coordinator _____

District Director _____

Date _____

CEN/kss

I. **Abstract:**

The project provides opportunity to develop and test a model to evaluate program effectiveness. The results of a functional plan will provide a sound basis for decision making in continuing or discontinuing programs. The plan is based on continuous and ongoing activities and involves gathering, analyzing and reporting of needed data in an organized manner.

II. **Problem Area/Need:**

Evaluation is an essential function for delivering quality vocational, technical and adult education. Because the State Board recognizes the importance it has been mandated that each district develop a plan for evaluation and program discontinuance. Moraine Park District submitted a plan in April, 1977. It is necessary to develop procedures and to organize methods and techniques for carrying out the plan. The proposed project identifies the tasks which must be performed before the plan of evaluation can be considered functional. It is necessary to test the plan and make whatever changes are necessary.

It is very probable that the model can serve other districts where a plan of evaluation has not been adopted.

The Moraine Park Technical Institute has established 15 goals in its master plan to deliver vocational, technical and adult services. The following support the development of a comprehensive plan of evaluation as prescribed:

Goal #2 (p. 100) — Supervising and evaluating programs and services to assure quality education and by discontinuing programs or services when warranted.

Goal #4 (p. 108) — Conducting research to assist the instructional and administrative processes of the District.

Goal #7 (p. 120 — Analyzing the current and future educational needs of the people, business, industry and agencies and designing strategies that will ensure the acquisition and allocation of resources to meet identified needs.

10-022-150-3/9
11/13/78

Goal #9 (p. 126) By applying cost effective techniques to achieve institutional goals; by providing a financing program which will insure that budgets reflect an appropriate level of funding.

Goal #10 (p. 128) By developing and implementing an internal management information system that will give adequate data for decision making.

III. Purposes/Objectives:

The purpose of the project is to develop a functional plan which incorporates data from many sources and to determine influence on program effectiveness. Data will be considered according to five basic elements:

Enrollment
Graduates
Influencing Trends
Program Costs
Resources (curriculum, staff, facilities/equipment)

Primary Objectives:

1. Prepare a model for program evaluation.
2. Develop a systematic plan to collect data describing what to collect, when to collect and how to collect.
3. Develop a time schedule.
4. Develop a format for summarizing data.
5. Identify individual responsibilities for providing data.

Secondary Objectives:

6. Develop a set of guidelines detailing use of model.
7. Develop a video and/or audio tape describing plan and its implementation.

IV. Methodology/Procedures:

1. Arrange collection of data according to tasks.
2. Prepare a calendar of activities (see tentative schedule).
3. Divide activities into three-phase time frame
   a. preliminary activities (planning)
   b. project activities (collection of data)
   c. summary activities and drawing of inferences (see detailed outline)

4. Effort will be extended to secure input throughout project in order to reinforce Moraine Park District's participatory management concept and to insure acceptance of evaluation results.

Committee minutes

Progress reports will be made regularly to:

a.) Instructional Operations Committee
b.) Divisional Chairpersons.

Summary reports will be made to:

a) Instructional Operations
b) Divisional Chairpersons
c) Curriculum/Evaluation Committee
d) Administrative Council
e) District Board

Discussion of project activities and review of specific data will be agenda items at meetings scheduled by above committees.

V. Project Management

A. Personnel

1. Project Supervisor

Overall supervision of the project will be carried on by the Curriculum Coordinator.

2. Project Assistant

The project assistant will collect data as outlined and prepare in usable form.

3. Clerical

Clerical help will be needed to tabulate and record data, to assist in mailings of questionnaires and surveys. Hours will be scheduled on an "as need" basis to respond to varied activities as they occur.

4. Consultants

Assistance will be sought to critique questionnaire and survey forms and summary format as well as total plan.

B. Facilities

Space necessary to implement the activities and procedures in this project will be provided.

VI. Results/Benefits:

The results permit evaluation of program effectiveness to be judged against itself on a historical basis and in comparison to other programs in the District. The results provide hard data upon which to base decision making in program continuance or discontinuance.

Advantages to be gained from implementing this plan include:

1. Data will be used in judging program performance rather than feeling or guestimate.
2. Program performance can be examined on a historical basis.
3. Program performance can be compared to other programs.
4. Many factors are summarized.
5. Program costs are identified by an applied consistent formula.
6. Program efficiency is identified and compared.

A model for use by other institutions will be available.

VII. Evaluation:

The model and procedures to implement will be consistently reviewed from several points of view. Standing committees that already exist will be utilized to accomplish this purpose. Progress will be reviewed regularly by:

Instructional Operations Committee membership

Curriculum and Evaluation Committee; Subcommittee of Instructional Operations Committee membership

Division Chairpersons Committee

Criteria used for evaluation process are listed:

1. Is the plan useful?
2. Is the plan cost effective?

(Continued next page)

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1/31/78

3. Is the plan technically adequate?

   a.) Does it answer question intended?
   b.) Is it predictive?
   c.) Is data accurate?
   d.) Can plan be repeated?
   e.) Will others agree with it?
   f.) Is it relevant to audience?
   g.) Does it cover broad enough base?
   h.) Is it free of bias?
   i.) Is it pervasive?

Products to be developed:

1. Model - systematic plan for collecting data

2. Listing of data to be collected, where located, time frame for collecting data

3. Format for presentation of summarized data.

Final plan will be submitted to Administrative Council and the Moraine Park District Board.

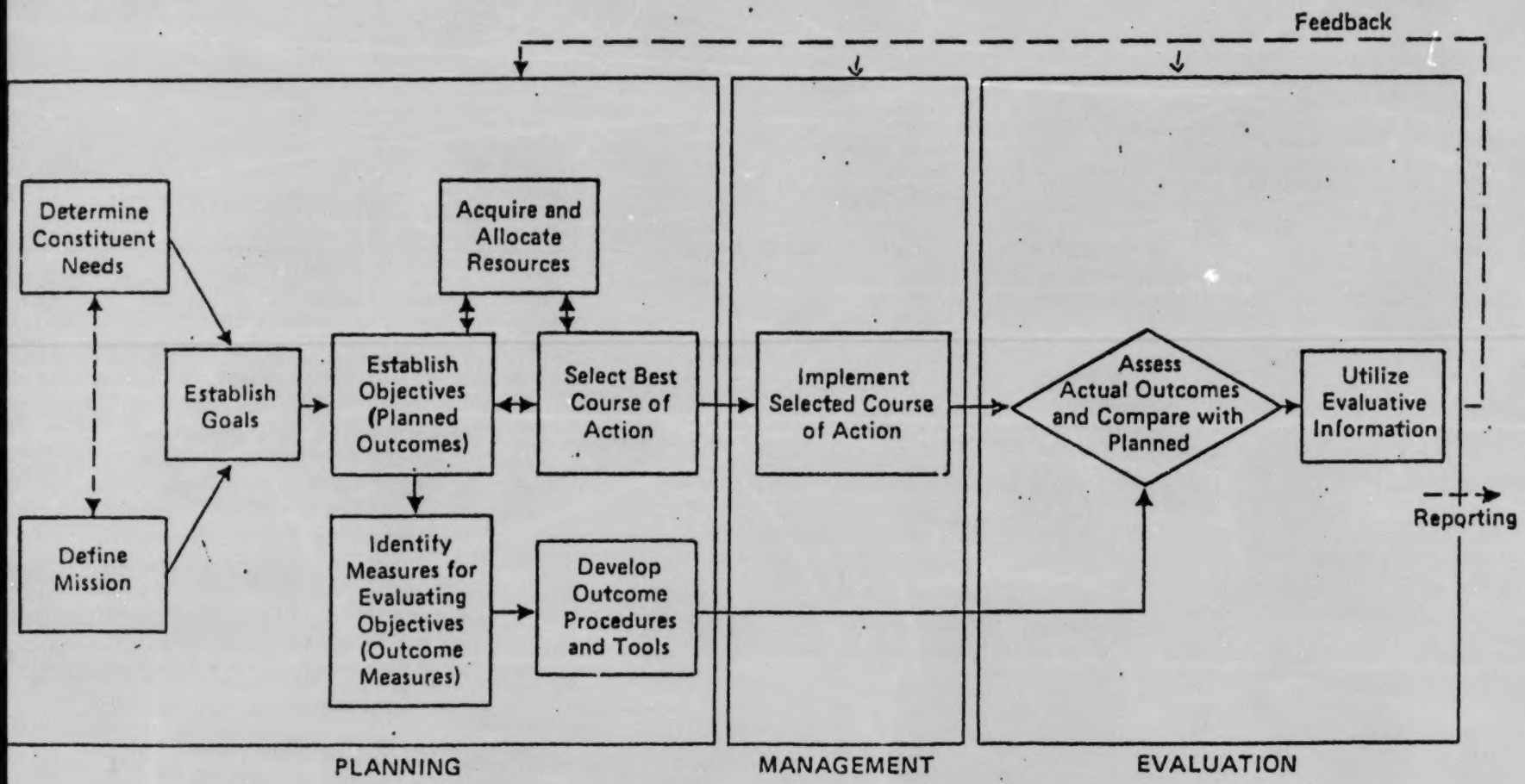
ATTACHMENT E

Nine Approaches to Evaluation

APPROACH	PURPOSE	KEY ELEMENTS	PURVIEW EMPHASIZED	PROTAGONISTS (see references)	CASES, EXAMPLES	RISKS	PAYOFFS
STUDENT GAIN BY TESTING	to measure student performance and progress	goal statements; test score analysis; discrepancy between goal and actuality	EDUCATIONAL PSYCHOL-OGISTS	Ralph Tyler Ben Bloom Jim Popham Mal Provus	STEELE WOMER LINDVALL-COX HUSEN	oversimplify, educ'l aims; ignore processes	emphasize, ascertain student progress
INSTITUTIONAL SELF-STUDY BY STAFF	to review and increase staff effectiveness	committee work; standards set by staff; discussion; professionalism	PROFESSORS, TEACHERS	National Study of School Evaluation Dressel	BOERSMA-PLAWECKI KNOLL-BROWN CARPENTER	alienate some staff; ignore values of outsiders	increase staff awareness, sense of responsibility
BLUE-RIBBON PANEL	to resolve crises and preserve the institution	prestigious panel; the visit; review of existing data and documents	LEADING CITIZENS	James Conant Clark Kerr David Henry	FLEXNER HAVIGHURST HOUSE ET AL PLOWDEN	postpone action; over-rely on intuition	gather best insights judgment
TRANSACTION-OBSERVATION	to provide understanding of activities and values	educational issues; classroom observation; case studies; pluralism	CLIENT, AUDIENCE	Lou Smith Parlett-Hamilton Bob Rippey Bob Stake	MacDONALD SMITH-POHLAND PARLETT LUNDGREN	over-rely on subjective perceptions; ignore causes	produce broad picture of program; see conflict in values
MANAGEMENT ANALYSIS	to increase rationality in day to day decisions	lists of options; estimates; feedback loops; costs; efficiency	MANAGERS, ECONOMISTS	Leon Lessinger Dan Stufflebeam Marv Alkin Alan Thomas	KRAFT DOUGHTY-STAKENAS HEMPHILL	over-value efficiency; undervalue implicits	feedback for decision making
INSTRUCTIONAL RESEARCH	to generate explanations and tactics of instruction	controlled conditions, multivariate analysis; bases for generalization	EXPERIMEN-TALISTS	Lee Cronbach Julian Stanley Don Campbell	ANDERSON,R. PELLA ZDEP-JOYCE TABA	artificial conditions; ignore the humanistic	new principle of teaching and materials development
SOCIAL POLICY ANALYSIS	to aid development of institutional policies	measures of social conditions and administrative implementation	SOCIOL-OGISTS	James Coleman David Cohen Carol Weiss Mosteller-Moynihan	COLEMAN JENCKS LEVITAN TRANKELL	neglect of educational issues, details	social choices, constraints clarified
GOAL-FREE EVALUATION	to assess effects of program	ignore proponent claims, follow checklist	CONSUMERS; ACCOUNTANTS	Michael Scriven	HOUSE-HOGBEN	over-value documents & record keeping	data on effect with little co-option
ADVERSARY EVALUATION	to resolve a two-option choice	opposing advocates, cross-examination, the jury	EXPERT; JURISTIC	Tom Owens Murray Levine Bob Wolfe	OWENS STAKE-GJERDE REINHARD	personalistic superficial, time-bound	info. impact good; claims put to test

Of course these descriptive tags are a great over-simplification. The approaches overlap. Different proponents and different users have different styles. Each protagonist recognizes one approach is not ideal for all purposes. Any one study may include several approaches. The grid is an over-simplification. It is intended to show some typical, gross differences between contemporary evaluation activities.

OUTCOME-ORIENTED PLANNING, MANAGEMENT, AND EVALUATION FRAMEWORK[1]



1/ Developed by the NCHEMS staff - Outcome Measures and Procedures Manual, Technical Report Number 70. (Available from the National Center for Higher Education Management Systems, Boulder, Colorado.)

Evaluation of Programs with CIPP Model

A. Program Context

1. Manpower Trends and Projections
2. Programs in Adjoining Districts
3. Program Scope, Objectives and Accreditation
4. Staff Composition and Qualifications
5. Student Characteristics

B. Program Input

1. Cost Analysis
2. Equipment and Supplies Inventory
3. Facilities Inventory
4. Affiliation Sites

C. Program Processes

1. Program Scheduling by Term and Time of Day (Multiple Entry/ Exit)
2. Instructional Modes (Alternative Methods of Delivery)
3. Evaluation of Support Services for the Program
4. Staff Roles and Relationships
5. Student Evaluations of Program
6. Faculty Evaluations of Program
7. Support Services Self-Evaluation of Program Support
8. Evaluation of Affiliation Sites
9. Graduates' Evaluation of Program

D. Program Products

1. Student Grades by Courses
2. Graduates' Performance on Certification Exam
3. Graduates' Employment Status
4. Employer Evaluation of Graduates
5. Program Attrition

DEPARTMENT OF HIGHER EDUCATION

FACULTY OF EDUCATIONAL STUDIES

May 20, 1977

Ms. Phyllis Nagler
Instructional Operations Coordinator
Morian Part Technical Institute-Destrict Office
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Ms. Nagler:

Please excuse my delay in responding to your letter of April 22. End-of-term madness at the University plus my own hectic schedule made it impossible until now to review carefully the materials you sent.

I am impressed by the scope and pervasineness of your program; and by your determination that evaluation shall be complete and continous involving all staff and many of your external constituencies. At the same time you seem to have recognized that it must contribute to program operation rather than dominate, that it must dovetail rather than intude.

To get some sense of how useful my design frameworks might be, I have tried to examine your project in their light, and to raise a few questions that might guide your further consideration. The approach I have taken differs a bit from what 1 presented in St. Louis, since I have expanded and elaborated the frameworks somewhat.

I. Differentiating Framework (what I called in St. Louis the orienting framework). This framework focuses on the "possible", on whether or not you have included in your preliminary considerations all dimensions that an evaluation might cover. You will recall I suggested that an expanded systems model might be an appropriate one, one that included reference to inputs, program, output, outcome and consequences. Your current design includes already an enormous array of these to which I might suggest as additions at this time:

a. INPUTS - an evaluation of the district tax structure and financial resources might suggest possibilities

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for expansion of programs or impending contraction. Such analysis would complement your already well-developed orientation to community needs assessment.

b. CONSEQUENCES - Your program already includes follow-up studies of job placement. You might wish to consider long-range studies of the impact of your program on student and community quality-of-life, particularly in relation to life-long learning.

Helping your group with more intensive review of what else you might include would be a useful function of the Differentiating Framework. Ask yourselves in brainstorming sessions: "In the best of all possible evaluation worlds, what else is possible?"

II. Limiting Framework. Since no one has "the best of all possible worlds", the immediate next step must be considering what is "feasible". A Limiting Framework calls your attention to

a. available resources for carrying out the evaluation

b. time frames within which studies must be executed

c. the real needs of the recipients of your evaluation studies

Your own model which places evaluation in balanced relationship to Needs Identification, Planning, and Implementation is already a first step toward realistic limitations or what you can actually accomplish. My initial assessment based upon your written material is that there is room and even necessity for some hard-nosed questioning about how much evaluation can be done given your resources. Waiting to concentrate on feasibility until after you have examined the possible is, in my vivew, a good way to avoid missing something important; but inevitably the tough feasibility questions much be faced.

III. Defining Framework. To know which evaluation questions are the right ones to ask, it is necessary to understand completely the rationale, structure, and philosophy of your program. A Defining Framework organizes the various substantive aspects of your district's educational effort and seeks to derive from it the appropriate questions to address to that effort. In your case, a good deal of attention has been given to the mission, the objectives, and the clientele of the program, so it should not be difficult to glean from it all an underlying educational and/or political philosophy to guide your questioning. The important task for which the Defining Framework might prove useful is to carry out such

coherent philosophy and question derivation.

IV. Verifying Framework. When you have decided what the appropriate questions are, your attention shifts to the all-important task of getting accurate answers to those questions. A Verifying Framework focuses your attention on:

a. what is the best evidence avalable for answering the evaluation questions.

b. what are the best ways to gather that evidence

c. exactly how will each bit of evidence be analyzed and brought to bear on the evaluation questions.

Again, your materials show that you have paid much attention to gathering different kinds of evidence (eg. V 1 B); but some careful work could be done on specifying exactly what each kind of data will indicate; on how to gather and analyze the indicators you've chosen; and on how to have them contribute to inferences about program effectiveness. Currently your indicators are stated rather generally, (eg. VI, B, 2, e. "ability of program to upgrade students in present occupations") and I would suggest a rather more explicit delineation of what each term means operationally.

V. Synthesizing Framework. Once you have gathered all the data, analyzed it, and drawn inferences, the all-important task of expressing the results much be addressed. A Synthesizing Framework calls upon the arts of rhetoric, logical organization, and argumentation to suggest ways of feeding back your evaluation results "persuasively" to the various constituencies which receive them.

To your staff, the results are intended to be formative; to your funding sources, probably summative; and to your citizens, probably descriptive and illuminative. I detect throughout your materials a committment to fulfilling adequately all these tasks, and a recognition that they are different tasks. A Synthesizing Framework will help you plan and coordinate both the preparation and the dissemination of evaluation reports to achieve your diverse objectives.

I hope you find my initial suggestions helpful. Your program does seem a bit more extensive than might be feasible; but it has the enormous advantage of being inclusive and multi-dimensional, suggesting an evaluation group that is not wedded to overly simplistic approaches to complex situations.

If you should choose to engage my consultation services, I

would suggest that we contract initially for 1 or at most 2 days and that I come to Fond du Lac for first-hand review of your program and the opportunity to confer with the key people in it.

If you wish that my consultation focus on the overall design, I believe that such a visit would be sufficient for me to provide suggestions on that.

If, however, you wish in addition that I consult over a longer period on the execution of the various phases of your evaluation we could use some of that first visit to work out a plan for further consultation.

As I mentioned to you in St. Louis, my fee would be $250.00 per day plus expenses plus an additional one-half day per visit for preparation, travel time, and the writing of a report.

I look forward to hearing from you.

Sincerely yours,

Bruce Francis

John Bruce Francis, Ph.D.
Associate Professor
State University of New York
at Buffalo

ATTACHMENT G

EMPLOYER SURVEY FORM

1. Employee's Name: _____

2. Employer's Name: _____

   Employer's Address: _____

3. In what capacity are you related to the employee named above?
   _____ Employer _____ Supervisor _____ Other: _____

4. What was the Starting Job Classification for which this employee was hired?
   _____

5. What is his/her Current Job Classification? _____
   _____

6. Is this change in job classification:
   _____ a. No change in job
   _____ b. A demotion
   _____ c. A move to another job of equal status
   _____ d. A promotion

7. Does your company encourage employees to further their education as a preparation for job advancement? _____ Yes _____ No
   COMMENTS: _____

8. How long have you employed this employee?
   _____ a. Less than 6 months
   _____ b. 6 months to a year
   _____ c. Between 1 and 2 years
   _____ d. Between 2 and 3 years
   _____ e. Over 3 years

9. How satisfied are you with the performance of this employee?
   _____ a. Very satisfied
   _____ b. Above average satisfaction
   _____ c. Average satisfaction
   _____ d. Somewhat dissatisfied
   _____ e. Very dissatisfied

   COMMENTS: _____

10. How many employeed did you hire during the past year?
    New employees _____ Replacements _____

11. How many employees do you plan to hire in the next two years?
    New employees _____ Replacements _____

    COMMENTS ON THE JOB MARKET: _____

12. What is your primary source for recruitment of employees?
    _____ a. MPTI Placement Office
    _____ b. Secondary School Counseling Office
    _____ c. Newspaper Ads
    _____ d. Job Service
    _____ e. Walk-In Applicants
    _____ f. Other (Please Specify) _____

13. Would you hire a high school graduate with no additional training beyond high school for the above mentioned Starting Job Classification?
    _____ Yes _____ No

14. How would you rate the suitability of the above mentioned employee for the type of job he/she currently holds?
    _____ a. Exceptionally able
    _____ b. Well suited
    _____ c. Acceptable
    _____ d. Poorly suited
    _____ e. Not at all suited

15. In the following aspects of employment, how well was the above mentioned employee prepared for the job for which he/she was hired? (Circle the best answer)

		Not At All	Poorly	Some-what	Well	Does Not Apply
a.	Job know-how, application of technical knowledge and skills	1	2	3	4	5
b.	Selection and care of space, materials and supplies	1	2	3	4	5
c.	Use of tools and equipment	1	2	3	4	5
d.	Quality of work	1	2	3	4	5
e.	Quantity of work, output is satisfactory	1	2	3	4	5
f.	Cooperativeness, ability to work with others	1	2	3	4	5
g.	Accepting advice and supervision	1	2	3	4	5
h.	Dependability	1	2	3	4	5
i.	Initiative, does jobs that need doing	1	2	3	4	5
j.	Attendance, reporting for work regularly	1	2	3	4	5
k.	Appearance, presenting a business image	1	2	3	4	5
l.	Adaptable to new situations	1	2	3	4	5
m.	Serving the public, patient, etc.	1	2	3	4	5
n.	Safety habits	1	2	3	4	5
o.	Working in a leadership role	1	2	3	4	5
p.	Positive attitude toward work	1	2	3	4	5
q.	Problem solving	1	2	3	4	5

16. What suggestions would you have to strengthen or improve our programs at Moraine Park?

AH:vk
10/27/78

A survey of the employers of Moraine Park 1978 graduates was conducted during November 1978.

Over 50 percent of the 442 employers contacted responded to this survey. The results show that employers are satisfied with vocational-technical graduates, and that the graduates themselves are advancing in their chosen careers with these employers.

EMPLOYER SATISFACTION WITH VTAE GRADUATES

Program	Very Satisfied	Above Average Satisfaction	Average Satisfaction	Somewhat Dissatisfied	Very Dissatisifed
Account Clerk	33%		33%		33%
Accounting	50%	13%	25%	13%	
Ag Mechanics	43%		29%	14%	14%
Appliance Servicing	100%				
Auto Body Repair	75%		25%		
Auto Mechanics	29%	14%	14%	29%	14%
Child Care	20%		60%	20%	
Clerk-Typist	30%	40%	30%		
Cosmetology	18%	36%	36%	9%	
Data Processing	18%	64%	18%		
Electronic Servicing	40%	40%	20%		
Engine Technology	25%	75%			
Fashion Merchandising	50%	50%			
Food Manufacturing	67%	33%			
Industrial Engineering	75%			25%	
Industrial Sewing		50%		50%	
Machine Repair	20%	20%	40%	20%	
Machine Tool Operation			75%		25%
Machine Tool Technics	43%	14%	36%	7%	
Marketing	33%	33%	22%	11%	
Mechanical Drafting		66%	33%		
Medical Records	50%	25%	25%		
Metal Fabrication		75%		25%	
Office Machine Repair		25%	50%	25%	
Operating Room Assistant	17%	17%	67%		
Practical Nursing	26%	43%	26%	4%	
Restaurant & Hotel Cookery		100%			
Secretarial Science	50%	50%			
Secretarial Science - Medical		50%	50%		
Supermarket Management	50%	50%			
Ward Clerk	100%				
Water/Wastewater Technician	20%	40%		20%	20%
TOTAL	30%	33%	25%	10%	3%

AM:el
3/16/79

VTAE GRADUATE ADVANCEMENT IN THEIR CAREERS*

Program	No Change	A Promotion	Change to Job of Equal Status	A Demotion
Account Clerk	50%	50%		
Accounting	63%	38%		
Ag Mechanics	33%	33%	33%	
Appliance Servicing	67%		33%	
Auto Body Repair	50%	50%		
Auto Mechanics	20%	60%		20%
Child Care	50%	50%		
Clerk-Typist	40%	40%	20%	
Cosmetology	70%	10%	10%	10%
Data Processing	58%	42%		
Electronic Servicing	60%	40%		
Engine Technology	100%			
Food Manufacturing	100%			
Industrial Engineering	66%	33%		
Industrial Sewing	100%			
Machine Repair	25%	25%	50%	
Machine Tool Operation	33%	33%	33%	
Machine Tool Technics	50%	42%	8%	
Marketing	38%	63%		
Mechanical Drafting	33%	33%	33%	
Medical Records	50%	50%		
Metal Fabrication	25%	75%		
Office Machine Repair	67%	33%		
Operating Room Assistant	100%			
Practical Nursing	69%	24%	1%	1%
Restaurant & Hotel Cookery	100%			
Secretarial Science		75%	25%	
Secretarial Science - Medical	100%			
Supermarket Management	100%			
Ward Clerk	100%			
Water, Wastewater Tech.	25%	50%	25%	
TOTAL	59%	33%	6%	2%

*Within 1½ years of their graduation.

Moraine Park Technical Institute

FOLLOW-UP QUESTIONNAIRE

The faculty, staff, and administration at MPTI are always interested in each student's employment situation, and their impressions of the school. Would you take a few minutes of your time to evaluate courses, programs, and facilities at MPTI. We are only interested in compiling a summary of employment information and the evaluations without regard to your individual situation. This summary information will be made available to prospective students to assist them in decision making.

EMPLOYMENT INFORMATION

Please put an "X" in the square in front of the answer that correctly describes your situation.

1. How do you feel about the training you received at our school?
   - ☐ 1. Very satisfied
   - ☐ 2. Satisfied
   - ☐ 3. Unsatisfied
   - ☐ 4. Very unsatisfied

2. Was getting a job or better job the main reason for attending school?
   - ☐ 1. Yes
   - ☐ 2. No

3. Are you employed?
   - ☐ 1. Yes
   - ☐ 2. No (If "NO", skip to Question 9)

4. When did you start work with your present employer?
   - ☐ 1. Before enrolling at our school
   - ☐ 2. While at our school
   - ☐ 3. After leaving our school

5. Is your present job related to the training you received at our school?
   - ☐ 1. Yes
   - ☐ 2. No

6. What is your job title, duties and name and address of your current employer?
   Job title _____
   Duties _____
   _____
   _____
   _____
   Name of Employer _____
   (Company or Firm)
   Address _____
   (City) (State)

7. How many hours do you work during an average week?
   _____ Hours

8. What is your present wage **before deductions?** (Answers will only be used to determine wage averages, ranges, etc.)
   $ _____ Per hour
   $ _____ Per week
   $ _____ Per month
   Give Only One Answer

CONTINUE TO QUESTION 9

9. Since leaving our school, have you ever had a job related to your training?
   - ☐ 1. Yes
   - ☐ 2. No (If "NO", skip to Question 11)

10. What was your job title, duties and name and address of your last employer in a job related to your training? (If the same as your present job, write "same")
    Job title _____
    Duties _____
    _____
    _____
    _____
    Name of Employer _____
    (Company or Firm)
    Address _____
    (City) (State)

11. Are you available for employment?
    - ☐ 1. Yes
    - ☐ 2. No; Employed
    - ☐ 3. No; Attending school _____
    - ☐ 4. No; No related jobs in the area
    - ☐ 5. No; Other (Married, pregnant, disabled, etc.) Please indicate why _____

12. Are you currently seeking employment?
    - ☐ 1. Yes
    - ☐ 2. No

13. Did you graduate from our school?
    - ☐ 1. Yes
    - ☐ 2. No; left to take a job
    - ☐ 3. No; transferred to another school
    - ☐ 4. No; completed what I wanted
    - ☐ 5. No; didn't have enough money
    - ☐ 6. No; other (Please indicate why) _____

14. What did you like most and least about our school?
    Most _____
    _____
    _____
    _____
    Least _____
    _____
    _____
    _____

THANK YOU FOR RETURNING THIS FORM.

FOLLOW-UP QUESTIONNAIRE

Student Information Survey

Please put an "X" in the square in front of the answer that correctly describes your situation.

1. Which of the following describes your relationship to MPTI?

- ☐ 1. Completed graduation requirements in (Month) _____ (Year) _____; Program or Major: _____
- ☐ 2. Withdrew from Day School after completing three-fourths or more of my program, but did not graduate.
- ☐ 3. Withdrew from Day School after completing at least one-half of my program.
- ☐ 4. Withdrew from Day School before completing one-half of my program.
- ☐ 5. Dropped out of Day School but re-enrolled at MPTI in:
  - ☐ The same program: (Specify) _____
  - ☐ A new program: (Specify) _____
- ☐ 6. Have not dropped out of Day School.

1a. If you withdrew from school the most important reason was?

- ☐ 1. Lack of money.
- ☐ 2. I did poorly in my work.
- ☐ 3. School was not what I expected.
- ☐ 4. MPTI did not provide the program I wanted.
- ☐ 5. I found the job I was looking for.

2. Who influenced you most to attend the Moraine Park Technical Institute?

- ☐ 1. Employer
- ☐ 2. Parent
- ☐ 3. Friend or relative (not MPTI student)
- ☐ 4. Someone who has attended MPTI.
- ☐ 5. Counselor at MPTI.
- ☐ 6. High School counselor or teacher.
- ☐ 7. Government agency counselor (veterans, Emp. Counselor etc.)
- ☐ 8. No one, I made my own decision

3. If a friend asked you about attending MPTI, what would you say?

- ☐ 1. Both instructors and students were friendly and made me feel good.
- ☐ 2. The instructors were helpful, but not necessarily friendly.
- ☐ 3. I found only the students to be friendly and helpful.
- ☐ 4. Instructors and students seemed to be neither helpful or friendly.

4. Did you have a teacher or staff person who cared about you as a person?

- ☐ 1. Yes, I did, and I felt this helped me in school.
- ☐ 2. I don't know.
- ☐ 3. No, I did not, and I didn't feel it was necessary.
- ☐ 4. No, I did not, and I wish I had.

5. What were your general impressions of the assistance you requested from counselors and other staff?

- ☐ 1. I asked for help with my personal goals and received it.
- ☐ 2. I asked for help with obtaining vocational information and received it.
- ☐ 3. I asked for help with programming and scheduling of classes and received it.
- ☐ 4. There were times when I felt I needed special help but I thought there would be no one in school who would understand my personal situation.
- ☐ 5. As a general rule, I felt I had little need for the counseling service, therefore, I had no reason to ask for it.

6. If you had courses that were taught with individualized instruction (AVT lab), what were your general impressions of these courses?

- ☐ 1. I liked them much better than traditional courses, since I could work at my own speed or rate and did not have to worry about how the group was doing.
- ☐ 2. I generally liked this type of training, but there didn't seem to be any one to tell me to get my assignments done at a certain time.
- ☐ 3. I didn't care for the approach because it seemed to lack personal appeal and individual attention.
- ☐ 4. I did not understand what was being done in the courses.

7. What was your general impression of the special help received from instructors concerning assistance with the courses taken from them?

- ☐ 1. As a general rule, the information was explained adequately in the class and through the textbook materials, which meant that there was little or no need to go to the instructors for extra help.
- ☐ 2. I needed special help and received it when I asked for it.
- ☐ 3. There were times when I needed special help, but I had a difficult time finding the instructors.
- ☐ 4. There were times when I would have liked special help, but didn't go because I felt the instructors would think I was dumb for asking questions.
- ☐ 5. I asked for help, but found the teachers to be unfriendly and didn't particularly care to help me.

8. What were your general impressions of the courses you were enrolled in?

- ☐ 1. It was new and interesting along with being practical and job oriented.
- ☐ 2. Most of the information was new and interesting to me.
- ☐ 3. Most of the information was new, but was not presented in a very interesting way.
- ☐ 4. What was taught in the course was not at all what I had expected.
- ☐ 5. The courses were more difficult than I had expected.
- ☐ 6. Much of the information was repetitious of what I had prior to coming to this school.

9. **As compared to high school, do you think you worked harder here?**

- ☐ 1. Yes, I worked harder here.
- ☐ 2. No, I worked harder in high school.
- ☐ 3. No, it was about the same as high school.
- ☐ 4. I didn't go to high school, so I cannot answer this question.

10. **How much did you study after school in order to keep up?**

- ☐ 1. I did all of my work at school.
- ☐ 2. I studied for awhile, but not as much as an hour a day.
- ☐ 3. I studied for at least an hour or more after school each day.
- ☐ 4. I always studied after school to be ready for the next day.

11. **What would you say about the activities at the school?**

- ☐ 1. I liked the social and recreational activities at the school which helped to make school interesting.
- ☐ 2. I had little or no interest in social and recreational activities, therefore, I have no comment.
- ☐ 3. I think they were necessary and would like to see the school develop more activities.
- ☐ 4. Social and recreational activities created problems in my personal adjustment and in completing my school work on time.

12. **How much trouble did you have getting enough money to make it through school?**

- ☐ 1. No trouble
- ☐ 2. It was a little hard.
- ☐ 3. It was very hard, but I did it.
- ☐ 4. It was too hard so I had to drop out.

13. **Check the sources of money used to pay your way through school. (Check more than one if monies came from a number of sources.)**

- ☐ 1. My own personal savings.
- ☐ 2. Financial aids through MPTI.
- ☐ 3. Parents or relatives were paying my expenses.
- ☐ 4. CETA was paying my expenses.
- ☐ 5. Vocational rehabilitation was paying my expenses.
- ☐ 6. I received Vets. benefits while attending school.
- ☐ 7. I borrowed money to attend school.
- ☐ 8. Social Security helps pay for my expenses.
- ☐ 9. I had a part-time job to help pay for going to school.
- ☐ 10. Other sources

If you feel so inclined feel free to comment on other aspects of your training.

COMMENTS: (anything you would like to say about your enrollment at M.P.T.I.).

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ATTACHMENT I

Please fill in this card, place in the enclosed envelope, seal, and give to the teacher or registrar from whom you received the card. The Federal and State governments require that we obtain the following information in order for them to determine the characteristics of students served by MPTI. This information will be used for government statistics and by MPTI to assure our share of Federal monies. It is of utmost importance that we have this information.

CHECK APPROPRIATE:

1. ☐ First Year Student
2. ☐ Second Year Student

☐ Full-time

4. ☐ Part-time

☐ Male

6. ☐ Female

Program or course in which you are enrolled

CHECK APPROPRIATE:

1. ☐ Married
2. ☐ Unmarried & Dependent on Parents
3. ☐ Unmarried & Financially Independent
4. ☐ Number in Family _____

TOTAL FAMILY INCOME:

1. ☐ 0 – $2,800
2. ☐ $2,800 – $3,700
3. ☐ $3,700 – $4,600
4. ☐ $4,600 – $5,500
5. ☐ $5,500 – $6,400
6. ☐ $6,400 – $7,300
7. ☐ $7,300 – $9,000
8. ☐ $9,000 – $12,000
9. ☐ $12,000 & over

CHECK ONE:

1. ☐ American Indian
2. ☐ Black
3. ☐ Oriental
4. ☐ Spanish Surname
5. ☐ Foreign Student
6. ☐ White
7. ☐ Asian American
8. ☐ Other

ARE YOU IMPAIRED BECAUSE OF ANY OF THE FOLLOWING?

1. YES ☐ 2. NO ☐

CHECK THOSE THAT APPLY

1. ☐ Deaf or severely hard of hearing
2. ☐ Visually handicapped
3. ☐ Physically impaired
4. ☐ Learning disability
5. ☐ Mentally Retarded
6. ☐ Emotionally Disturbed (History of Emotional Disturbance)

DO ANY OF THE FOLLOWING DESCRIBE YOU?

1. YES ☐ 2. NO ☐

CHECK THOSE THAT APPLY

1. ☐ Have no H.S. Diploma or General Equivalency Diploma
2. ☐ Receive public assistance
3. ☐ Over 45 & seeking employment
4. ☐ Been in a correctional institution
5. ☐ Have difficulty understanding or speaking English
6. ☐ Substandard income

ADVISORY COMMITTEE MINUTES

1) Advisory Committee: _____

2) Date: _____ Time: _____ Place: _____

3) Attendance:

4) Program and Course Review: ☐ Adequate ☐ Inadequate

5) Does an updated Task Analysis exist (previous 5 years)? ☐ Yes ☐ No

6) Current information indicates _____ job openings for graduates of this program.

☐ Demand is greater than Supply

☐ Demand is equal to Supply

☐ Demand is less than Supply

7) Are facilities and equipment up-to-date? ☐ Yes ☐ No

Is the present LAB or SHOP (if required) adequate? ☐ Yes ☐ No

Is the present LAB or SHOP: ☐ adaptable for varied purposes

☐ limited in use for other purposes

☐ only used for a specific program

8) Graduates of the program are effective once they are employed? ☐ Yes ☐ No

9) Recommendations:

10) Previous recommendations acted upon:

11) Prevous recommendations waiting for action:

AGENDA

A)ROLL CALL

It is important to identify who attended each Advisory Committee Meeting. It is also important to illustrate that MPTI staff do not dominate a particular committee.

B)OLD BUSINESS

Review recommendations from last meeting.

Which recommendations were acted upon? What were the results? Is any new action called for?

Which recommendations are still awaiting action? Is a second recommendation called for?

C)NEW BUSINESS

Information to be passed on to the committee.

New activities, recommendations, etc., which the Advisory Committee may consider.

D)TASK ANALYSIS

Required in order to conduct a program/course review.

Is the task analysis up to date?

E)PROGRAM (S) AND COURSE REVIEW

Review of the curriculum presently being offered.

Recommend changes, or additions, or subtractions.

F)FACILITY AND EQUIPMENT REVIEW

Are present facilities adequate?

Is equipment current with industry standards and practices?

G)GRADUATE INFORMATION

Are employers satisfied with MPTI graduates?

How are graduates performing on-the-job?

What is the job market like for current graduates?

What will the job market be like in the next three years?

H)NEXT MEETING

Set a tentative time and date.

ADVISORY COMMITTEE PROCEDURES

In the past, advisory committee minutes seemed to be vague following no rational format. Anyone who wasn't at the particular meeting would have difficulty understanding just what had taken place during that advisory committee meeting.

In most cases, advisory committees meet twice per year; in the fall and again in the spring. With this limited amount of meeting time, it is necessary to carry over ideas from one meeting to the next and/or to follow up on recommendations from past meetings. Minutes from the various meetings serve as the central source of communication and recall between and during meetings. Each advisory committee member should have a concise history of committee activities in order to make the most of the few hours the committee spends together each year.

Orientation of new advisory committee members is very important if they are to become productive members of the committee. A copy of the purpose and function of advisory committees, along with an updated task analysis and curriculum for each program under the committee, as well as concise minutes from past advisory committee meetings, would serve as excellent materials to orient new advisory committee members.

As a part of the Program Evaluation/Discontinuance Plan, the attached "Advisory Committee Minutes" form was developed. It is proposed that this form, along with the agenda described in this report, be used to conduct all advisory committee meetings in the Moraine Park District.

Being a part of the Program Evaluation/Discontinuance procedure at MPTI, the advisory committee minutes would serve to answer three important questions relating to the functioning of an effective program. These three questions are:

1. Does current information indicate there are adequate job openings in the field to justify offering the program(s) with the current enrollment?

2. Has a recent task analysis of the occupational skills required of program graduates been conducted?

3. Is there a functioning advisory committee for the program (a link between MPTI and the community)?

AM:vk
6/29/79

Attachment

interoffice correspondence
MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION

TO: Members of Program Evaluation Committee, Instructional Operations Committee and Division Chairpersons

FROM: Phyllis Nagler, Curriculum Planner & Art Marson, Research Specialist

DATE: May 9, 1979

SUBJECT: PROGRAM EVALUATION CRITERIA RANKING

In order that we may include the proper criteria in our program evaluation plan, as well as assign the proper weight to these criteria, please complete this form according to instructions and return to Art Marson no later than May 15.

If there are other staff members who should receive a copy of this form, let us know and we'll see that they receive a copy to fill out.

Thank you for your cooperation.

I) Divide 100 points among the four major evaluation criteria listed below, according to their relative importance.

____ Program Quality

Program Quality involves any factors relating to the quality of instruction or instructional offerings at Moraine Park. The key factors in this area are teacher recertification, graduates achieving licensing where appropriate, employer satisfaction that MPTI graduates are competent, and program components in proper order according to the format accepted at MPTI.

____ Program Relevance

Program Relevance shows that the program offered at MPTI serves a societal need in relation to the world of work. Graduates from MPTI fill the need for well-trained employees in the communities within the District. This relevance is shown through the strength of the job market, the number of graduates in employment related to their training, the number of graduates placed in jobs within the District, and the approval and satisfaction of the program advisory committee.

PROGRAM EVALUATION CRITERIA RANKING
Page 2
May 9, 1979

____ Program Impact

Program Impact consists of those factors which affect the organization and usage of MPTI as well as factors which affect the support of the institution and its educational policies. These factors include statistics on operational costs, enrollments, graduates, withdrawals, and the safe usage of facilities and equipment at all three MPTI campuses.

____ Transition and Growth

The individual's transition to, and growth in the world of work is concerned with how well MPTI graduates succeed once they leave MPTI. This success is most often determined by the wide range ofjob opportunities for which students are trained, as well as the graduate's satisfaction with MPTI and the employer's satisfaction with the MPTI graduate, and finally, by the salary received and the promotions received by MPTI graduates once employed.

II) Determine the importance of the following criteria to program evaluation at MPTI according to this seven-point scale:

1	2	3	4	5	6	7
Not Important			Somewhat Important			Essential

QUALITY

1. Graduates pass an achievement test or licensing exam (if applicable).	1	2	3	4	5	6	7
2. Instructor evaluation by supervisor.	1	2	3	4	5	6	7
3. Instructor evaluation by students.	1	2	3	4	5	6	7
4. Employer satisfaction with training received by MPTI graduates.	1	2	3	4	5	6	7
5. "Task Analysis" for the program.	1	2	3	4	5	6	7
6. The opportunity to take related courses after graduation.	1	2	3	4	5	6	7
7. Learning Activities (developed and sequenced by course).	1	2	3	4	5	6	7
8. Enrollment at several times during the school year.	1	2	3	4	5	6	7
9. Math and Reading ability of the students.	1	2	3	4	5	6	7

RELEVANCE

10.	Graduates are employed.	1	2	3	4	5	6	7
11.	Graduates employed in related occupations.	1	2	3	4	5	6	7
12.	Graduates are not underemployed.	1	2	3	4	5	6	7
13.	Graduates work within the District.	1	2	3	4	5	6	7
14.	Job market.	1	2	3	4	5	6	7
15.	A functioning Advisory Committee (meet at least twice per year).	1	2	3	4	5	6	7
16.	A unique program in Wisconsin.	1	2	3	4	5	6	7
17.	Articulation:							
	a) with high schools and colleges	1	2	3	4	5	6	7
	b) proper sequencing of courses	1	2	3	4	5	6	7

IMPACT

18.	Number of FTEs.	1	2	3	4	5	6	7
19.	Operating Cost.	1	2	3	4	5	6	7
20.	Percent of enrollees who graduate.	1	2	3	4	5	6	7
21.	Current enrollment.	1	2	3	4	5	6	7
22.	Ratio of current enrollees to the maximum enrollment.	1	2	3	4	5	6	7
23.	Attrition Rate.	1	2	3	4	5	6	7
24.	Cost-Benefit Ratio.	1	2	3	4	5	6	7
25.	Outgoing tuition payments (for related programs).	1	2	3	4	5	6	7
26.	Teacher/Student Ratio.	1	2	3	4	5	6	7
27.	Facility Utiliziation.	1	2	3	4	5	6	7
28.	Safety.	1	2	3	4	5	6	7
29.	An adequate budget.	1	2	3	4	5	6	7
30.	Equipment (adequate and up-to-date).	1	2	3	4	5	6	7

TRANSITION & GROWTH

31.	Instruction aimed at employment in specified careers.	1	2	3	4	5	6	7
32.	Employer satisfaction with work performance of MPTI graduates.	1	2	3	4	5	6	7
33.	MPTI graduates satisfaction with their training.	1	2	3	4	5	6	7
34.	Graduate's salary reflect their training.	1	2	3	4	5	6	7
35.	Job promotions received by MPTI graduates.	1	2	3	4	5	6	7

Add other criteria you feel are important.

36.	_____	1	2	3	4	5	6	7
37.	_____	1	2	3	4	5	6	7
38.	_____	1	2	3	4	5	6	7
39.	_____	1	2	3	4	5	6	7
40.	_____	1	2	3	4	5	6	7

THANK YOU!

M I N U T E S

Curriculum and Evaluation Subcommittee
MPTI - Fond du Lac Campus Cafeteria
Friday, October 14, 1977
7:30 a.m.

PRESENT: Lee Flanders
Lee Sauer
Kay Appenfeldt
Sue Kragh
Jim Mowbray
Ralph Van Dixhorn
Virginia Derber
Phyllis Nagler

ABSENT: Fred Van Dusen
Maureen Murray
Harold Albertin

GUEST: Paul Swenson

Committee Chairman, Lee Flanders, called the meeting to order on Friday, October 14, 1977 at 7:30 a.m. at the Fond du Lac Campus. He identified new members who had been added to the Committee to serve during the 1977-78 school year. Membership noted in attendance listing above.

Program Evaluation/Program Discontinuance

Again, the Committee requested that the procedures involved in carrying on program evaluation and program discontinuance study be reviewed with the Committee; Mrs. Nagler explained that the plan as outlined was being piloted during the present school year and as a result, there would be a summary of concerns prepared that could initiate further study. The plan is a collection of all evaluation activities focused on program effectiveness and operation of the programs. A copy of the plan will be distributed to those members who do not have copies. The document will be discussed at the next curriculum and Evaluation Subcommittee meeting. Appropriate questions will be raised to correct or improve the Self-Study document.

MINUTES

Instructional Operations Committee Meeting
October 28, 1977
1:00 - 4:00 p.m.

PRESENT: Gene Bogard
Ron Hall
Carl Smedberg
Lee Flanders
Al Lindgren
Phyllis Nagler
Art Weiner

The meeting was opened by Gene Bogard, Chairman. He referred to the memo sent to Don Shealer concerning the recording of CEU's on students' transcripts and asked for questions and comments. It was clarified that CEU's would be added to the transcript on the basis of attendance, not course approval hours. This will require accurate recording of attendance.

Carl Smedberg was requested to consider, with Student Services, whether a record should be kept of the student taking a GED Test. How do other schools handle the matter? He was asked to report back at the next Instructional Operations Committee meeting.

Mrs. Nagler explained progress that had been made in implementing the Program Evaluation/Program Discontinuance Plan. Collection of data should be completed by the December meeting of Instructional Operations. The matrix will be presented to the committee for review at that time.

Committee members were reminded to read and critique the rough draft of the North Central Self-Study. Total faculty has been requested to study and submit comments on the document.

New programming trends were presented and open for discussion. The committee was introduced to a new cluster of programming dealing with human services such as Corrections Science, Gerontology, and Mental Health Technician.

-over-

interoffice correspondence
MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION

TO: Lee Flanders, Lee Sauer, Kay Appenfeldt, Sue Kragh, Jim Mowbray, Ralph Van Dixhorn, Virginia Derber, Paul Swenson, Fred Van Dusen, Maureen Murray and Harold Albertin

FROM: Phyllis Nagler

DATE: November 4, 1977

SUBJECT: Curriculum and Evaluation Subcommittee Meeting

The next meeting of the Curriculum and Evaluation Subcommittee is scheduled for 4 p.m. on Thursday, November 10 in room A-108 at the Fond du Lac campus. The agenda items to be included are:

1. North Central Self Study
2. Program Evaluation/Program Discontinuance Plan
3. Student Evaluation Instrument
4. Discipline Review.

NOTE:

NOVEMBER 10 MEETING WAS CANCELLED AND RESCHEDULED.

jmg

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M I N U T E S

Instructional Operations
December 21, 1977
1:00 - 4:30 p.m.
Instructional Services Conference Room

PRESENT: Eugene Bogard
Ron Hall
Lee Flanders
Art Weiner
Al Lindgren
Carl Smedberg
Phyllis Nagler

GUESTS: Art Marson
Paul Wyant

The meeting was chaired by Gene Bogard. An update on program development was presented. Five programs have been received by Program Identification Committee and recommended for consideration as follows:

A report from an Ad Hoc Committee consisting of Al Lindgren, Ron Hall and Jean Fleming and a selected staff member of the Child Care and Industrial Sewing programs is still pending. A plan is to be developed to consolidate course offerings from one-half and one credit courses into larger units. Implications of adding a Consumer Issues course to the Child Care curriculum was to have been part of this consideration. A report will be included on the January agenda.

Review of the Program Evaluation/Discontinuance Plan was tabled and scheduled for review at a special meeting on January 3, 1978--1:00 - 4:00 p.m.--Instructional Services Conference room. Committee members were requested to critique distributed materials and be prepared to comment.

It was recommended that discussion concerning elimination of exam week be placed on Division Chairpersons meeting agenda.

Respectfully submitted,

Phyllis Nagler
Curriculum Coordinator

dmm
1/9/78

AGENDA

INSTRUCTIONAL OPERATIONS COMMITTEE

Wednesday, February 22, 1978
Instructional Services Conference Room

I. Budget Annoucements / Questions

II. CBI Development -- Status/Projected Plans

III. Program Evaluation/Discontinuance Model

Revisions -- Project Plans
(See attached materials)

IV. Curriculum Changes - Child Care/Barb Otis

- Medical Record Technician/Ruth King

(See attached materials)

V. North Central Accreditation

Plan of Action

VI. Projected Program Implementation

interoffice correspondence
MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION

TO: Lee Flanders, Lee Sauer, Kay Appenfeldt, Sue Kragh, Jim Mowbray, Ralph Van Dixhorn, Virginia Derber, Fred Van Dusen, Maureen Murray and Harold Albertin

FROM: Phyllis Nagler, Curriculum Coordinator

DATE: March 6, 1978

SUBJECT: Curriculum and Evaluation Meeting

There will be a meeting of the Curriculum and Evaluation Committee on Monday, March 13 at 8 a.m. Breakfast will be provided in the MPTI-Fond du Lac campus cafeteria area.

Topics of discussion:

1. Program Evaluation Discontinuance Plan
2. North Central Evaluation
3. Reports from the State on evaluation of Marketing programs and General Education Division.

The meeting is scheduled to be held in room A-111.

If you will be unable to attend the meeting, please call Joan Gerlach at extension 407.

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MINUTES

Instructional Operations Committee Meeting
June 21, 1978
Room A-108

PRESENT: Eugene Bogard, Chairman
Carl Smedberg
Allen Lindgren
Ron Hall
Phyllis Nagler
Lee Flanders

ABSENT: Art Weiner
Carl Smedberg
Ray Hansen

Dr. Bogard, Chairman, called the meeting to order and announced the following meeting dates for Instructional Operations Committee.

PROGRAM EVALUATION DISCONTINUANCE PLAN

P. Nagler distributed a copy of the project developed, requesting funds to implement the Program Evaluation/Discontinuance Plan. She reported the project would be funded as per Art Weiner under Research funds. The project includes budget items for a consultant to review the plan and a project assistant. P. Nagler informed the committee of having met Dr. Bruce Francis, and shared a critique of the plan conducted by Dr. Francis in its early stage. She asked the committee members for a vote of approval to use Dr. Francis as a consultant. A motion was made that the Instructional Operations Committee recommend that the consultant be used as identified, and a project

assistant with specific expertise in research, analysis of statistical data (not presently on staff) be employed as identified in the project. (Flanders-Hall motion.)

It was advised that recommendations concerning change in plans regarding program offerings for fall 1978 be placed on the agenda of the July 24 meeting of the Instructional Operations Committee. Division chairpersons were to be informed of the need for making such decisions and for formulating possible alternatives. A memo of this action will be sent to division chairpersons to ensure appropriate time for planning. Alternatives

AGENDA

Instructional Operations Committee

Monday, July 24, 1978

1:00 p.m. Room A-111

(Division Chairpersons in attendance)

I. Review of program offerings 1978-79
(Decisions will be based on enrollment, staffing, facilities, location)
Note other information attached.

II. Issues to be resolved:
(Sub-committees to be assigned for further study if necessary)

A. Are we ready to implement criterion referenced evaluation as based on job description distributed with 1978-79 teacher contracts?

B. Discrepency between course hours appearing on master curriculum, student contact hours, course development, etc.

C. Who determines number of textbooks to be ordered?

D. Purchase of textbooks vs. reference books in library.

E. Time identified for division and/or other committee meetings for teachers.

F. Advanced standing policy approved?

G. Early registration - $20 deposit for 2nd year students?

III. Report JACCE Committee

IV. CBI progress report - Workshop Plans

V. Program Evaluation/Discontinuance Plan - Progress Report

VI. Special/Federal Projects Summary

Attachments

PN:ml

MINUTES

DIVISION CHAIRPERSONS MEETING
August 2, 1978

PRESENT: E. Bogard, V. Derber, J. Fleming, W. Koene, A. Lindgren, R. Gibbons, P. Wyant

ABSENT: R. Hall, H. Steinhilber, J. Williams

GUESTS: P. Nagler, C. Smedberg

Dr. Eugene Bogard called the meeting to order. Mr. Carl Smedberg, Administrator-Student Services, discussed registration procedures. He emphasized the need for faculty members to notify Student Services concerning students who drop from the courses. A follow-up will be conducted on each of these students.

Mr. Conrad Mayer, Administrator-Facilities, gave a report on the remodeling, building and painting of facilities on the three campuses. A discussion followed.

Mrs. Nagler reported on program evaluation-discontinuance plan. A discussion followed. Forms and results of advisory committee minutes survey to be attached to minutes of this meeting.

A discussion of Instructional Operation Division goals was lead by Dr. Bogard. All divisional chairpersons are to develop department goals and submit them to Dr. Eugene Bogard by September 1.

A discussion of the Advanced Standing Committee report was lead by Dr. Bogard.

A discussion of faculty loads followed. Dr. Bogard asked that all special assignments be in writing and submitted to him.

Other topics discussed included in-service, evaluation of students, teacher job descriptions, and other school activities.

The meeting adjourned at 12 p.m.

Respectfully submitted,

Paul Wyant
Recorder

ap

(Selected) -75-
MINUTES

DIVISION CHAIRPERSON'S MEETING
January 10, 1979

Instructional Services Conference Room
8:30 A.M.

Present	Absent
Dr. Bogard	H. Steinhilber
V. Derber	P. Van Groll
R. Gibbons	
W. Koene	Guests
A. Lindgren	
B. Starkell	R. Hall
J. Williams	K. Fett
P. Wyant	P.Nagler
J. Fleming	A. Marson

The meeting was called to order by Dr. Bogard.

At the beginning of the meeting, Dr. Bogard presented the following questions to the group:

1. What can be eliminated from the institution to make improvements?

2. Why haven't the problems identified in question No. 1 been eliminated?

Answers to the questions were briefly discussed after submission. The questions will be a prelude to the formal agenda at future meetings. Input is invited.

P. Nagler and A. Marson then presented the Program Evaluation Plan for MPTI. It should be noted that the plan is quite comprehensive and in the formative stages at this time. The State Board recognizes evaluation as an essential function for delivering quality vocational, technical and adult education. The State Board has mandated that each district develop a plan for evaluation and program discontinuance. After data is collected a particular program is evaluated in four broad areas. These four categories are:

1. Program Quality
2. Program Relevance
3. Program Impact
4. Transition and Growth

As the model plan was presented, a springy analysis of objective and subjective reasoning were brought forward regarding conclusions. The biggest concern appeared to be geared toward the weight factors given to particular categories of the evaluation instrument. It became apparent that chairpersons were responsible for providing good sound data to give the model credibility and validity. Further input sessions will be held to iron out areas of concern.

(Selected) MINUTES

Division Chairperson's Meeting
February 7, 1979

PRESENT:	E. Bogard	A. Lindgren	R. Hall
	R. Gibbons	B. Starkell	P. Van Groll
	J. Fleming	J. Williams	
	W. Koene	R. Koski	

ABSENT: P. Wyant
V. Derber
H. Steinhilber

GUESTS: P. Nagler
K. Fett
J. Willis
C. Smedberg
M. Lefeber

The meeting commenced with Dr. Bogard providing an opportunity for all present to write down one way they would suggest the District incorporate that would help to decrease operational costs. These responses were briefly discussed and some were thought appropriate enough to be brought to the Administrative Council's attention by Dr. Bogard.

Mrs. Nagler reviewed an updated Program Evaluation and Discontinuance Plan that will be presented to the Board at their February meeting. Anyone having any questions or differences of opinion on the document should call Mrs. Nagler immediately.

Mrs. Fett urged all present to scrutinize the 1978-79 school catalog for possible errors, omissions, course descriptions, programs, etc. Catalogs were distributed with instructions to make all corrections, additions, and suggestions in the one catalog and return to Angie Otts prior to March 15.

The present plan for the Skill Olympics was presented by Mrs. Fett. This was scheduled for April 25 and will include the Trade and Technical, Business and Marketing, and Food and Child Care Programs. Only those classes whose teachers and/or instructional areas are not involved in the scheduled olympic activities will be held.

Mr. Hall and Mrs. Fett reported on the response to Career Awareness classes. One hundred fifty-five students are participating at the three campuses; 10 different courses with two courses requiring double sections for a total of 12 classes. Any kind of feedback should be noted and passed on to Kay Fett or Ron Hall.

M I N U T E S

Instructional Operations Subcommittee
Curriculum/ Evaluation Committee

January 4, 1979

1:30 p.m.

Instructional Services
Conference Room

Present:	Absent:
Lee Flanders	Mike Egan
Bruce Matzke	M. Murray
James Dillon	H. Albertin
Lee Sauer	
Kay Appenfeldt	
Ralph VanDixhorn	
Phyllis Nagler	
Guest: Art Marson	

Lee Flanders called the meeting to order and asked that the group identify a meeting time for future meetings. The third Thursday of the month - 3:30 p.m. - was selected as the most convenient meeting time for members of the committee.

Mr. Flanders referred to the study being conducted as a special assignment (P. Swenson, L. Sauer, V. Derber) to the Curriculum/Evaluation Committee and stated that a report was pending. He listed the following concerns as discussion topics for future meetings:

(1) New catalog - committee was encouraged to discuss the new format etc. with other department members.

(2) Curriculum change procedure - All changes will be submitted to Instructional Operations for discussion prior to March meeting. All changes necessitating course approval will be forwarded to State Office during April.

(3) Electives - Do students have a free choice?

The committee members were urged to raise other issues and concerns involving curriculum and evaluation.

The remainder of the meeting was spent in reviewing and critiquing the proposed Program Evaluation/Discontinuance plan. P. Nagler provided background information and explained the need for input from the Curriculum/Evaluation Committee.

Art Marson, who has assisted in the development of the plan described the procedures for collecting data and the format used for summarizing the data.

The committee was asked to comment on the format and the conclusions which could be generated from the information. Much discussion followed with a good deal of attention given to the section on quality. It was questioned whether CBI should be used to determine quality. It was noted as important that there be some means for identifying what is being accomplished whether it be the CBI approach or some other method. Terminology will be studied.

Reference was made to licensing or certification as a means for establishing standards or levels of proficiency.

It was recommended that information be summarized by division.

Revisions and modifications based on the comments and suggestions received during committee review by the following committees will be incorporated into the plan.

Instructional Operations
Department Chairpersons
Curriculum/Evaluation

A copy of the Program Evaluation/Discontinuance Plan will be presented to the District Board. Work will continue to refine and further develop the plan.

Phyllis Nagler,

Recorder

Attachment - Lee Flander's Memo

INSTRUCTIONAL OPERATIONS COMMITTEE

AGENDA

February 14, 1979
1:00 p.m. - 4:30 p. m.

I. NEW PROGRAM DEVELOPMENT

A. Review of New Program Proposals

1. Data Processing-Computer Operator
2. Civil-Structual Technician
3. Basic Police Recruit Training
4. Auto Body Collision Repair

B. New Apprentice Program

Vending Machine Mechanic Apprentice

C. Beaver Dam Program Planning

Position Presentation

II. CALL-STAFF INSERVICE

III. COMMENTS/REACTIONS TO PROGRAM EVALUATION-DISCONTINUANCE PROGRAM

M I N U T E S

CURRICULUM/EVALUATION COMMITTEE MEETING
Instructional Services Conference Room
March 15, 1979
3:30 p.m.

PRESENT: Lee Flanders
Bruce Matzke
Virginia Derber
Lee Sauer
Mike Egan
Harold Albertin
Phyllis Nagler
Eugene Bogard

ABSENT: Maureen Murray
Kay Appenfeldt
Ralph Van Dixhorn
James Dillon

Minutes from the last meeting were approved.

PROGRAM EVALUATION FROM THE WBVTAE

The pending policy announcement from the Wisconsin Board of Vocational, Technical and Adult Education which provides guidelines for developing a Program Evaluation/Discontinuance Plan was distributed. The committee was asked to review the information in terms of the plan that has been developed for Moraine Park District and to bring comments to the April meeting of the Curriculum/Evaluation Committee. It was noted that a plan must be filed with the State Office prior to July, 1980. Moraine Park District has piloted a comprehensive plan during 1978-79 as a funded project with additional funding identified for revisions and refinement. during 1979-80. The continued involvement of the Curriculum/Evaluation Committee was stressed.

DISCIPLINE REVIEWS

Mrs. Nagler announced that the discipline reviews of Office Occupations from the Business and Marketing Division and the Trade and Technical Division will be conducted by a State Review Team on April 25-26-27, 1979. A calendar of events has been prepared to direct activities involved in the review including preparation of a summary of strengths and weaknesses. The written summary will be completed and shared with individuals involved in the reviews prior to the team's visit. The Curriculum/Evaluation Committee members will have the opportunity to review the summary at the April 19 meeting.

M I N U T E S

Curriculum Evaluation Subcommittee
West Bend Campus
Room 153

April 19, 1979
3:30 p.m.

PRESENT: Lee Flanders
Phyllis Nagler
Virginia Derber
Mike Egan
Ralph Van Dixhorn
Eugene Bogard

GUEST: Art Marson

ABSENT: Maureen Murray
Kay Appenfeldt
James Dillon
Lee Sauer

STUDENT EVALUATION

Several suggestions were received for changing the instrument designed by a special study committee, both minor and major in nature. It was noted that the distribution of the instrument for teacher review by the Curriculum/Evaluation Committee had served to provide ample opportunity to critique both the instrument and suggested procedure for its use.

VAN DIXHORN - EGAN MOTION

It is recommended that the subcommittee (Lee Sauer, Paul Swenson, Virginia Derber) be commended for the time and effort spent in developing the proposed student evaluation and that they incorporate as many revisions as possible into the revised instrument. The student evaluation will be recommended to Instructional Operations for adoption and implementation on a trial basis prior to the end of the semester, 1979 - motion carried.

PROGRAM EVALUATION/DISCONTINUANCE PLAN

The committee was presented continuation plans for 1979-80 to refine the plan which had been piloted during 1978-79. The next step will be to expand the basic plan to include Community Services and to rank the criteria which is used to determine the major categories of: 1) program quality, 2) relevance, 3) impact, and 4) transition and growth.

The criteria was distributed to the Curriculum/Evaluation Committee members with instructions that the criteria be ranked according to importance. Committee members suggested that the criteria first be put in a more logical order to facilitate the ranking.

It was agreed that the criteria would be reviewed and rephrased as per committee suggestions before Friday, May 4, and then redistributed to the Curriculum/Evaluation Committee for a trial ranking. The criteria would then be distributed to selected groups such as Instructional Operations, department chairpersons, and/or other groups of representative individuals that seemed appropriate.

EVALUATION OF CBI

Alternative methods for conducting an evaluation of the CBI effort as it is approached in the Moraine Park District was discussed. The advisability of using outside evaluators to increase credibility of the findings was a consideration. Phyllis Nagler will work with Art Marson to draw up specifications and determine some of the conditions under which an evaluation will be conducted.

Eugene Bogard informed the group that he had recently received communication from Dr. Walter Hunter (a member of the last North Central Review Team, 1978) indicating that he and other associates were available on a consulting basis.

Additional information as indicated will be prepared and presented to the committee at the next meeting.

DISCIPLINE REVIEW

Arrangements have been finalized for the reviews of the Trade and Technical Division and Office Occupations. A schedule of activities has preceded the visit to be made by a State Team on April 25, 26, and 27, 1979.

Every effort has been made to include all instructors that are involved in the instructional areas to be reviewed. It is expected that a report will be forthcoming from the review team before the end of this school semester.

Respectfully submitted,

Phyllis Nagler
Curriculum Planner

vk

M I N U T E S

Special Meeting Instructional Operations
January 3, 1979
Instructional Services Conference Room

PRESENT: Eugene Bogard
Ron Hall
Carl Smedberg
Al Lindgren
Phyllis Nagler

ABSENT: Art Weiner
Lee Flanders

GUEST: Art Marson

The meeting chaired by Gene Bogard opened with a brief discussion on the coordination of energy curriculum in the District. It was determined that Rodney Pasch, BAIL coordinator, be assigned responsibility for this activity.

The proposed model for program evaluation/discontinuance was discussed in detail. Questions assigned to evaluate data were reviewed individually and weighed according to usefulness and importance. It was stressed that consensus be reached in order to establish reliability of the evaluation plan.

Suggestions, modifications were noted and will provide the basis for revision. The revisions will be reviewed again.

Mr. Bogard will present an abstract of the plan to the District Board at the January meeting. The plan will be presented to division chairpersons at their next scheduled meeting.

Instructional Operations is preparing a proposal for project funds to further pilot and refine the plan. The project is scheduled to be carried on during July, 1978 - June, 1979.

The project will establish a model by which to determine program effectiveness at any point in time. By establishing a model, the following will be accomplished:

1. Verification of appropriate data
2. Sources of data
3. Yearly time frame

The plan puts evaluation on equal basis with other functions of MPTI's systems approach--identification of need, planning and implementation--and feeds back evaluation of programs into the system.

-over-

The original plan was to pilot the Program Evaluation/Discontinuance Plan during the current year with refinement to follow. Although several activities have been initiated, it is evident that additional developmental time is still needed in order to reach the desired outcomes. A time-consuming factor is the effort involved in seeking consensus by the staff that will make use of the plan. The plan will have complete acceptance when it is recommended to become policy.

Close cooperation with the Research Department has been carried on which bridges the gap between research and the instructional process. A number of research projects have been identified as supportive to the larger project and serves as an organized institutional research plan for Moraine Park District.

The five basic elements which contribute to judging effectiveness in programming have been selected as enrollment, graduates, influencing trends, program costs and resources. The degree to which these elements are considered equal is yet to be determined. In addition, correlation between the elements must be established.

During the review, it was difficult to look at the ranking and comparison of programs from a completely objective point of view. An attempt has been made to retain a high level of objectivity throughout the process. Much work still remains, however the plan appears to be receiving acceptance by those who will make use of it, and to be serving the need for which it was designed.

Respectfully submitted,

Phyllis Nagler
Curriculum Coordinator

dmm
1/9/78

INSTRUCTIONAL OPERATIONS

MAY 16, 1979
1:00 p.m.

INSTRUCTIONAL SERVICES
CONFERENCE ROOM

AGENDA

I. COMMENTS/INFORMATION — E. BOGARD

A. District Program Advisory Committee Operations

Each District shall develop and publish policies, criteria, and procedures in which program advisory committees operate within that district.

NOTE: MPTI's Program Evaluation/Discontinuance Plan includes criteria on Advisory Committees and a plan to determine effectiveness (Attachment #2)

B. Program Planning Flow Chart (Attachment #3)

C. Program Cost Planning Guide

Must be submitted with new program proposals-Effective July 1, 1979, (Attachment #4).

NOTE: We are keeping a log to maintain record of program cost in developmental stage.

D. Independent (correspondence) Study in the UW System.

E. Reworking Policy Announcement 77-22

II. PLAN TO EVALUATE COMPETENCY-BASED INSTRUCTION

--Please refer to memo distributed earlier this week and be prepared to list your questions and concerns.

III. PROGRAM EVALUATION/DISCONTINUANCE PLAN

--Please rank criteria and return before May 15--
See attachment #1.

IV. PROGRAM CHANGES — A. LINDGREN

V. INDICATION OF INTEREST RECOMMENDATIONS

Finance Technician

Associate Degree Nursing

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OCT 29 1982

ERIC Clearinghouse for Junior Colleges

VI. OTHER ITEMS-COMMITTEE MEMBERS